

All-India Report
OF
Social Education
FOR
1947-51

MINISTRY OF EDUCATION — GOVERNMENT OF INDIA

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ALL INDIA REPORT

OF

SOCIAL EDUCATION

FOR

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GOVERNMENT OF INDIA

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The present volume deals with the progress of Social Education in India during the four years, 1947—51. The course of the adult education movement in India up to 1947 has been narrated succinctly in Chapter I of the 'Teachers' Handbook of Social Education', published last year by this Ministry. This means that we have now a connected story of the education of adults in India up to March, 1951.

It was originally intended to bring out a volume on Social Education during the quinquennium, 1947—52. But two considerations led the Central Ministry of Education to cut it short to the quaternium. In the first place, the machinery of most State Governments is not geared to the statistical demands of the Central Government and the reports are slow in coming. At the time the decision was taken to place the first full-stop at 31st March, 1951 (this was early in February, 1953) many State Governments had not sent in their reports for 1951-52, and many others had sent in incomplete reports. As the reports up to March 1951, had been consolidated by the Ministry and re-checked by State Governments, it was not considered desirable to delay the publication any longer. But the paramount consideration which weighted with the Ministry in restricting the period of the report to 1947—51 was that the First Five-Year Plan of the nation started from 1st April, 1951 and would cover the period 1951—56 and it is to be hoped that this Plan will be followed by others. It was, therefore, considered desirable that, in future, Social Education reports should run parallel to Five-Year Plan periods. This was not merely an attempt at a formal relationship, but it was felt that the Five-Year Plan had brought a new life into the Social Education Movement and that this was bound to give rise to new forms which might appropriately be correlated with the Plan period.

Care has been taken to verify and check facts given in this report. Nevertheless, in the present state of efficiency of our statistical machinery, we should not place an unreserved reliance on the arithmetical accuracy of the facts. Many facts fail to be caught in the loose meshes of the statistical net and perhaps many more reach us only in "averaged", "rounded" and "approximated" forms. Making allowance for this unavoidable shortcoming, it can be said with a fair degree of certainty, that the Reports present a reasonably reliable picture of Social Education in India during 1947—51.

Any progress report of this kind fulfils half its purpose if it only records the facts in a given period. The other, and perhaps the more important, half is supplying the reader with an account of our present

position and capacities in order to negotiate the future better. This assessment has been attempted in the final chapter which gives an All-India view of the achievements of the Social Education Movement during the quaternium, 1947—51.

To work in anonymity is the fate and, perhaps, the business of a Government servant. Even so, we record appreciation of the devotion with which Mr. R. C. Sharma of the Ministry of Education, has shouldered the work of collecting information from States and checking and re-checking it many times before handing over the manuscript for publication.

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CHAPTER I

INTRODUCTION

The people of India comprise 15·1% of humanity, and numbered in 1951, 36,18 lakhs. The area of the country is 12,21,072 sq. miles, one-twelfth of the space of our globe. Only 6·7% of this population lives in cities with a population of 50,000 or over, the rest are in small towns, villages and hamlets scattered all over the land.

Of this vast population hardly 14·6% are literate (1941). Literacy among women is only 6% while among men it is 22·2%. The problem of Indian literacy is seen in a better perspective when we remember that the major burden of literacy is borne by the people in rural areas.

Only about 4·9% of the population, *i.e.*, 40% of children in the age-group 6-11, was in primary schools of the country in 1949.

The educational level of a people depends to a large extent on its economic capacity. We, therefore, give below some figures which indicate that.

Of the 1327 lakh persons gainfully employed in India in 1948-49, 905 lakhs were employed in agriculture, 187 lakhs in mining, manufacturing and hand-trades, 107 lakhs in banking, insurance and other commerce as well as in transport and communications, and 128 lakhs in professions, liberal arts, government service, domestic service etc. These categories contributed Rs. 4,150, 1,500, 1,700 and 1,380 crores respectively to the national income.

The *per capita* income of India in 1950 was Rs. 255. The following table shows the comparative poverty of the country and, as an implication, its handicap in the way of putting forth an educational effort commensurate with its needs.

Name of country	Years to which estimates relate	*Per capita income in U. S. dollars	Percentage contribution to national income †					
			Agri.	Mfg.	Trade	Transport & Communication	Govt. service	All others
India	1948-49	57	47	17		20	—	16
China	1949	27	..	..	..	..	..	..
Japan . . . . .	..	85	28·4	32·2	14	8·3	4·7	12·4
Pakistan . . . . .	..	51	..	..	..	..	..	..
U.K. . . . .	..	773	5·4	45·1	13·2	10·5	10·1	15·7
U.S.A. . . . .	..	1453	8	36	19·7	8·6	10·1	17·6
U.S.S.R. . . . .	..	308	..	..	..	..	..	..

* Taken from "National Income and *per capita* Income of Seventy Countries, 1949" published by the United Nations.

† Taken from "National Income Statistics Supplement 1938-50." U.N. Statistical Publications, August, 1951.

We give below some comparative statistics showing the availability to the people of some of the important media of mass communication.

	* India	China	Japan	U. K.	U.S.A.	U.S.S.R
1. No. of dailies	380	3,000	130	112	1,887	7,163 (all periodicals).
2. No. of copies of dailies per 1,000 inhabitants	4	10	230	570	357	161
3. No. of radio sets in thousands	268	850	8,050	11,354	83,000	7,800
4. No. of radio sets per 1,000 inhabitants	0.7	2	100	227	566	40
5. No. of cinemas	2,060	300	2,157	6,827	30,068	15,200
6. Cinema seats per 1,000 inhabitants	4	1	15	84	83	..
7. No. of times an average person went to cinema in a year	0.6	0.2	..	29	320	3
8. No. of feature films produced	250	50-60	123	71	432	12
9. No. of Television sets in 1,000	..	..	..	250	3,700	50

As the media of mass communication are a very important source of the education of adults, it will be seen from the above statistics that India is handicapped by the meagre supply of these media.

The Social Educational set-up in India comprises three levels: the Central Government, the State Governments and voluntary organisations.

Of the 28 States in India, all except the following had their own or sponsored educational schemes working on 31st March, 1951: Bhopal, Coorg, Himachal Pradesh, Manipur, Tripura, Vindhya Pradesh and Andaman and Nicobar Islands (except for the work of one private body).

Voluntary organisations are of various types and scopes of work. Many of them are primarily social welfare agencies—adult education being a part of their work. Some are doing field work, while others are doing only organisational work.

* The figures pertain to years 1948-49. They are taken from *World Communications : Press, radio, film*, Unesco, Paris, 1950.

† All figures relate to 1947 and 1948. The figures therefore relate to conditions in the Kuomintang Regime.

By far the largest share of social educational work is done by State Governments. The contribution of Government of India, except for the work of the Defence Forces and to a small extent of some Ministries, is only coordinational. Voluntary organisations have not so far added much to the volume of social educational work, though their importance is not for that reason to be minimised. We will now deal with the work of the above organisations from 1947—51.



CHAPTER 2

SOCIAL EDUCATION WORK BY THE GOVERNMENT OF INDIA

(a) MINISTRY OF EDUCATION

The services rendered by the Government of India in the field of social education lie in the coordinational sphere as well as in actual service to consumers of social education.

The coordinational work is done entirely by the Ministry of Education, while service to consumers is undertaken by many Ministries. We will in this Report mention in the chapter only the magnificent work done in the Armed Forces, for the educational work of other Ministries is of very minor importance.

The work done by the Ministry of Education can be considered under five heads:—

- I. Discussions at the C.A.B.E. meetings.
- II. Coordination and giving of grants by the Ministry of Education.
- III. Organisation of adult educational conferences.
- IV. Promotion of adult educational projects.
- V. Preparation of literature and other adult educational material.

The C.A.B.E.

I. The Central Advisory Board of Education, at its 14th meeting held at New Delhi in January 1948, expressed the view that the organisation of adult education in India had become 'imperative' as a result of the attainment of freedom. The Board, therefore, established a sub-committee under the Chairmanship of Shri Mohan Lal Saxena to make their recommendations on the subject. The Committee submitted an interim report. Its recommendations *vis-a-vis* the report of the C.A.B.E. Committee on Adult Education established in 1939 were as follows:

- (1) Whereas both literacy and general education were included in adult education yet the Saxena Committee considered that greater emphasis should be laid on General education to enable every Indian to participate effectively in the new social order. General education should include technical education in the occupation of an adult, so that adult education may be both interesting and profitable to him.
- (2) The Committee observed that during the next three years Provincial Governments should provide funds for adult education at least one anna per head of population to be

educated, and that the Government of India should contribute an equal amount. Special contributions should be made by the Government of India to needy Provinces.

- (3) The Government of India in coopération with Provincial Governments should prepare material for radio broadcasts, films and filmstrips, etc., and a special department should be set up for this purpose.
- (4) Adult education should be promoted through clubs, discussion-groups, people's colleges, university extension movement, summer schools, community centres and open-air theatres.
- (5) Adult education workers should be specially trained in the work they are required to do.
- (6) Liberal provision should be made for research in adult education in all Training Colleges and Colleges aided by Government.

The Saxena Report, finalized in June, 1948, was adopted by the C.A.B.E. in their 15th meeting held at Allahabad in January, 1949. The following points in the report deserve notice:

- (i) The target for the removal of 50% of illiteracy in the next five years was recommended.
- (ii) States were requested to fall in line with Provinces.
- (iii) Provinces and States were asked to suggest legislation or to take other administrative action for mobilizing students, Government employees and refugees for the purpose of social education.
- (iv) Priority for imparting social education to adults of the age-group 12-45 was recommended.
- (v) Legislation for compelling employees was urged. It was recommended that the legislation should include a clause to the effect that expenditure on the education of employees should be regarded as admissible for purposes of income-tax.
- (vi) Provincial Governments should arrange, assist and themselves promote production of social education literature for adults and workers.

The Board also considered the role of films in education and expressed the opinion that adult education should have top priority in this respect and desired that the Ministry of Information and Broadcasting should produce suitable documentary films or else that the Ministry of Education should commission private agencies for the purpose.

The address of Maulana Abul Kalam Azad at the 15th meeting of the C.A.B.E. held at Allahabad has a historical significance, since it not only gave a new name to the work, that is to say, social education, instead of adult education, but emphasized the new orientation of the

adult education movement in the country. To mark the change in the scope of adult education Maulana Abul Kalam Azad said it would in future be called Social Education. The Indian villager was on the march to-day and was hungry for knowledge. He was ready and anxious for progress, and Maulana Azad said that the fault would be entirely theirs (educationists) if they failed to provide him (the villager) with the means of education.

II. Coordination and Grants

The valuable lead given by the C.A.B.E. was taken up by the Central Ministry of Education. A Guide Plan was prepared on the lines of the Saxena Report and placed before the Conference of Education Ministers held in New Delhi on 19th-20th February, 1949. The Conference approved and also accepted the proposal of the Government of India that of the sum of Rs. 1 crore earmarked by the Centre for social education, Rs. 10 lakhs should be reserved for Central activities and the remainder should be distributed to the Provinces in proportion to the size of illiterate population in each. The Provinces would be required to contribute an amount equal to the Central subvention but in order to help the Provinces that found it difficult to provide their full quota in the first year, it was agreed that each Province should submit the first three years' scheme of their five-year programme on social education and spread their contribution over the three years in any manner they liked, provided their quota at the end of the three-year period equalled that of the Centre.

The Conference also made a number of useful observations for implementing the scheme.

A Conference of Provincial Social Education Officers was later called at New Delhi on July 27, 1949, to consider the plan in more detail. The Conference recommended the main line of adult educational organisation in the States as follows:

- (1) The course to be followed by Social Education classes should be covered in 180 hours, or, ordinarily, in 90 working days of two hours each. Each Centre should conduct three such courses in a year. Provinces should also try to conduct Social Education Camps.
- (2) The age-group to be covered by the Social Education programme was fixed as 12-40.
- (3) There should be 30 adults to a teacher in a Social Education class. Ordinarily, Social Education workers should be recruited from primary, and in some cases, secondary school teachers, but if suitable volunteers were forthcoming their services should be utilized.

- (4) Social Education workers should be trained in the work they were required to do. Provinces should, therefore, organise their training in the following three ways:
 - (a) Teaching of adults should form a compulsory part of the curriculum in all Teachers' Training Colleges or Normal Schools.
 - (b) Short-term refresher courses in Social Education should be organized to train volunteers and teachers participating in Social Education field work.
 - (c) Mobile units for training such workers should be sent to places where Social Education Centres were located in numbers.
- (5) In each Province there should be a well-organised machinery for execution and supervision of Social Education programme. At Provincial Headquarters there should be a Senior Education Officer attached to the Director of Public Instruction and for every District Inspector a special officer for Social Education. The other inspectoral agency should be such as would ensure the visit to each Social Education Centre at least twice during a year.
- (6) Each Province should make adequate arrangements for follow-up literature by the maintenance of libraries, especially travelling libraries.
- (7) Every Province should try to produce suitable literature, including bulletins or journals for neo-literates. The Government of India should coordinate the work of all Provinces in the production and distribution of charts and posters. It should collect posters prepared by Provincial Governments, various Ministries of the Government of India, Unesco and other bodies and recommend their use to Provincial authorities. If necessary, the Government of India should also engage artists to prepare attractive and suitable posters and bring them out in large numbers for distribution to Provinces.
- (8) On the question of audio-visual aids for Social Education the meeting recommended that in view of their cost their use should be restricted. Provinces were asked to examine the possibility of recovering some portion of maintenance cost of the radio sets from the community benefitted.

The Government of India were requested to help by arranging bulk purchases of equipment like petromax lamps, projectors, films, film-strips, gramophones and gramophone records.

The Committee recommended that charts, maps and folk musical instruments should be included in the equipment of Social Education Centres.

The Conference also established a committee to prepare a Handbook for Teachers and Social Education Workers on the subjects of teaching adults.

The Chairman of the meeting (Secretary, Ministry of Education) requested Provincial representatives to submit their schemes to the Government of India as soon as possible. However, by the time the Provincial Governments submitted their plans the shadow of financial stringency began to loom large over the face of the country. It was, therefore, decided later on that instead of distributing Rs. 95 lakhs to the Provinces, the Central Government should meet only the expenditure already incurred on their Social Education Schemes by the Provinces and their firm commitments. Accordingly, after an examination of the Social Education Schemes of the nine Provinces the following amounts were distributed among them at the end of 1949:

Assam	4,00,000
Bihar	5,00,000
Bombay	10,36,000
Madhya Pradesh	6,44,000
Madras	8,43,000
Orissa	3,04,534
Punjab	2,00,000
U.P.	11,59,231
West Bengal	8,79,000
Total	59,65,765

It will be seen that hardly two-thirds of the originally intended financial help could be given, and again, the earlier plan of continued Central help for social education work had subsequently to be abandoned. Yet, this help to Provinces in 1949 gave an impetus to Social Education in the country, the momentum of which continues to this day.

The Ministry of Education also gave the following grants-in-aid for encouraging various types of Social Education work, during 1947-51.

Institution	1947-48	1949-50	1950-51
1. Indian Adult Education Association.	5,000	20,000	10,000
2. Idara Talim-o-Taraqqi for their Social Education Centres.	..	25,000	30,000
3. Idara Talim-o-Taraqqi for preparation of Social Education literature in Hindi . . . . .	..	2,25,000	..
4. Indian Mass Education Society, Allahabad, for Social Education literature . . . . .	..	..	2,000
5. Delhi School of Social Work for doing field work in Social Education . . . . .	..	5,000	..
6. 'Rehbar'—fortnightly journal of Social Education . . . . .	..	..	1,200
7. South Indian Adult Education Association, Madras, for holding a Seminar . . . . .	..	..	5,000
Total	5,000	2,75,000	59,200
Grand Total		Rs. 3,39,200.	

III. Conferences

Two conferences, called by the Central Ministry of Education to consider Social Education problems, have been mentioned in the previous section. Here we will describe the International Seminar of South East Asian Regions on Rural Adult Education for Community Action sponsored jointly by Government of India and Unesco. The Seminar was held at Mysore from 2nd November 1949 to 4th December 1949. Its venue was the Hotel Krishnarajasagar, situated 12 miles north-west of Mysore City in the beautiful Vrindaban Gardens. Besides India, the following countries sent Delegates and Observers to the Seminar:

Afghanistan, Australia, Burma, Ceylon, Egypt, Indo-China, Iran, Iraq, Malaya, Nepal, Netherlands, Philippines, Saudi Arabia, Singapore, Thailand, U.K. and U.S.A.

The Government of India's delegation consisted of—

- (1) Shri E. W. Aryanayakam,
- (2) Shri D. H. Chandrasekhariah,
- (3) Shri Shafiq-ur-Rehman Kidwai.

The Central Ministries of Agriculture, Health and Labour also sent consultants at the request of the Seminar. Further, the following Provincial and State Governments sent their Observers:

Bombay, Bihar, C.P. and Berar (now Madhya Pradesh), Coorg, East Punjab, Hyderabad, Madras, Mysore, Orissa, Saurashtra Union, United Provinces, United States of Rajasthan and West Bengal.

Observers were sent also by the following National Organisations:

- (1) Indian Adult Education Association,
- (2) Indore Adult Education Association,
- (3) Institution of Agriculture, Allahabad,
- (4) Rural Reconstruction Centre, Martandam,

and the following International Organisations:

ILO, FAO, UNO, UNESCO and WHO.

The Delhi School of Social Work was also asked to send a Consultant.

The work of the Seminar was organised in the following four groups:

- (1) Literacy and Adult Education, under the Chairmanship of Dr. H. A. Salman (Iraq).
- (2) Health and Home Life, under the Chairmanship of Dr. S.Y. Chu (China) and later Miss Daw Yee Kayain (Burma).
- (3) Economic Aspect, under the Chairmanship of Dr. Spencer Hatch.

- (4) Social and Citizenship Aspect, under the Chairmanship of Prof. A.N. Basu (India).

Valuable papers were presented at the Seminar by various Provinces participating in it and the discussions resulted in several recommendations, the more important of which may be stated as follows :

(a) Recommendations falling within the purview of the Government of India—

- (1) Coordinate research work undertaken in various parts of the country.
- (2) Establish a special Department to conduct and stimulate activities connected with Rural Adult Education.
- (3) Set up advisory bodies for visual education for—
 - (a) making local films and filmstrips,
 - (b) purchasing and exchanging films and filmstrips,
 - (c) establishing a Central Film Library, and
 - (d) preparing and encouraging the preparation of other forms of visual aids.
- (4) Conduct research in indigenous medicines and cures and propagation of the results.
- (5) Conduct All-India Seminars.
- (6) Conduct research in methods of teaching Hindi.
- (7) Establish a Centre for the production of simple, literacy material.
- (8) Develop institutes of Vidyapeeth type.
- (9) Promote studies in various problems of Adult Education.

(b) Recommendations falling within the purview of State Governments—

- (1) Securing public cooperation for Adult Education by establishing representative Adult Education Committees which will act as advisory and coordinate bodies, with women members on all such bodies.
- (2) Conducting regional seminars to devise practical means for putting the recommendations made by the Seminar into effect and to discuss the special problems of adult education in that region.
- (3) Coordinating the activities of all departments which can contribute towards the progress of Rural Adult Education.
- (4) Establishing a special Department to conduct and stimulate activities connected with Rural Adult Education.
- (5) Conducting regional training courses for literacy teachers.

- (6) Providing adequate library facilities in rural areas.
- (7) Organising broadcasts for rural adults and provision and maintenance of radio sets in villages.
- (8) Setting up Advisory Bodies on visual education for—
 - (a) making local films and filmstrips,
 - (b) purchasing and exchanging films and filmstrips,
 - (c) establishing film libraries, and
 - (d) preparing and encouraging the preparation of other forms of visual aids.
- (9) Preparation of reading material, including follow-up literature.
- (10) Utilizing students under proper leadership for a suitable type of social education work.
- (11) Conducting research in indigenous medicines and cures, in the nutritional values of indigenous foods and disseminating its results. Study and popularization of simple and effective methods of combating prevalent diseases and of simple usable materials in child care.
- (12) Training of rural workers in activities like first-aid, home nursing, fire services, treatment of communicable and contagious diseases (human and animal), better agricultural methods, knowledge of documents used in rural areas, knowledge of folklore, local traditions, folk songs and training in citizenship.
- (13) Giving assistance, wherever possible, in building some new villages so as to demonstrate the advantages of good planning, good service, and the construction of hygienic houses.
- (14) Building a model house in a village with simple improvements and suitable furnishings at economic cost.
- (15) Popularizing the use of the products of cottage industries in preference to imported goods.

It is difficult to evaluate the impact of the Seminar on the progress of Social Education in India. However, the reports which Government of India later called for from State Governments regarding the implementation of the recommendations of the Seminar show that they had attempted, within their limitations, to profit by the discussions at the Seminar. Further, the project of a Rural Training College initiated by the Government of India in Delhi and described in the following section owes its inspiration directly to this Seminar.

IV. Projects

After the Mysore Seminar, the Ministry of Education began to work out the finance, personnel and other details of a Training Centre for rural leaders. The plan was abandoned in the middle of 1950, because it was clear that adequate funds would not be forthcoming. Later, however, Unesco made available to the Government of India the services of Dr. Spencer Hatch who had led Group 3 in the Mysore Seminar and who commanded international reputation on the question of Rural Centres. The plan of a Rural Training College was resuscitated. An old and dilapidated building at Alipur, 11 miles north-west of Delhi, was selected as the site of the college, named the Janata College. The site had the advantage of a piece of land measuring 65 acres attached to it. The land belonged to the Ministry of Defence and on a request from the Ministry of Education it was transferred to the Delhi Administration who were made responsible for the execution of the Project. The College started the training of the first batch in the middle of January 1951.

The second Project sponsored by the Government of India, also in Delhi, pertains to the intensification of literacy work in the rural areas of Delhi State. It was estimated that the State had a rural illiterate population of 1,24,000 adults in age-group 12 to 40. Delhi had the advantage of being a small and compact area, there being 305 villages in the 484 sq. miles of the State. Further, it had a good system of primary and basic education, backed by Training Institutions for men in Ajmer and for women in Delhi. On these and other grounds it was decided to organize an intensive literacy campaign for the liquidation of illiteracy in the State by 1952-53, so that, if successful, it could serve as a model for the rest of India. The Project was launched on 4th December 1950.

It was decided to base both these Projects in Delhi, because then it could be easier for the Ministry of Education to watch their progress. Further details relating to these two Projects will be given in the part of the report dealing with Delhi State.

It is as yet too early to evaluate the two pilot projects. However, it may be stated that both are conceived in an experimental spirit and it will take many months, if not years, to bring the experiments to such a stage that the Centre can recommend them as example to be copied in other parts of the country.

V. Preparation of Social Education Literature

The lack of suitable Social Education literature has been felt by many. Accordingly, the Government of India welcomed an offer made by the Idara Talim-o-Taraqqi (Adult Education Department of Jamia Millia, Delhi) in 1949 to place the literature developed in its own Centres, as well as its services, at the disposal

of the Government. A grant of Rs. 2,25,000 was given to the Idara Talim-o-Taraqqi at the end of March 1950 for bringing out Adult Educational pamphlets and posters in Hindi. An average pamphlet was to consist of 16 pages—size 9" × 5½". The pamphlets are illustrated and printed in bold type, mostly 20 points, but sometimes also 16 points. Each pamphlet in a form approved by the Ministry of Education is published in an edition of 10,000 copies, which are distributed to State Governments as follows :

Part 'A' States

Assam	10
Bihar	500
Bombay	30
Madhya Pradesh	500
Madras	10
Orissa	10
Punjab	300
U. P.	600
W. Bengal	20

Part 'B' States

Hyderabad	20
Jammu & Kashmir	10
Madhya Bharat	500
Mysore	30
Pepsu	200
Rajasthan	1,000
Saurashtra	10
Travancore-Cochin	10

Part 'C' States

Ajmer	1,500
Bhopal	500
Bilaspur	200
Coorg	10
Delhi	2,000
Himachal Pradesh	1,000
Kutch	10
Manipur	10
Tripura	10
Vindhya Pradesh	500

By the end of 1950-51, 43 pamphlets had been published as follows:

(1) Gist of famous books	8 pamphlets
(2) Various occupations	10 "
(3) Biographies	11 "
(4) Health and Hygiene	10 "
(5) Geography	2 "
(6) History	1 "
(7) Civics	1 "

The cost of each pamphlet comes to nearly annas three per copy.

(b) THE ARMED FORCES

Education of their personnel has been recognised as an integral responsibility by all branches of the Armed Forces of the Union—the Army, the Air Force and the Navy. The Social Education work of the Army has been noticed in some of the reports of the Government of India and has received even wider publicity; the work in the Air Force and Navy is not known so well. There is no doubt that the volume of work done in the Army is impressive. Nevertheless, the objective of education, its fundamental pattern and the earnestness of efforts of the other two branches of the Armed Forces is similar. We give below the educational work done by the Army, the Air Force and the Navy.

(a) Education in the Army

Introduction

There was practically no education in the Indian Army before 1921. As a result of the experience gained in World War I, educational training has been accepted as an integral part of military training.

The purpose of all military training is to make the soldier fit to do the duties he is called upon to carry out in peace and war. In the early days the educational training was so planned as to assist other forms of training, in every possible way, in achieving this purpose.

The weightage thus given to the practical military aspect of the educational training continued up to 1947. However, it soon began to be realised that the purely utilitarian nature of the educational training was not all that was to be desired and that greater emphasis on civic virtues and moral values in educational training of the soldier was demanded by the changing times. The Army educational policy was, therefore, re-oriented as soon as the Second World War came to an end.

Aim

Since January 1947, the aim of Army education has been to educate the individual as a man,* as a soldier and as a citizen, that is to provide a form of fundamental adult education for soldiers.

Contents

The broad divisions of education in the Army are:

- (a) education of the officer and soldier in the ordinary Unit,
- (b) education in the Special Army Schools and Colleges, and
- (c) education of the children of Service personnel.

Here we are only concerned with (a) and (b).

Education in the ordinary unit is what is generally understood to be "education in the Army". It provides education for the soldier as the essential foundation for military efficiency and the basis of good citizenship. This is called general education, and it is a common part of the training given to soldiers in all arms and services of the Army. Secondly, it looks upon the soldier as an individual and sets out to satisfy his varied needs as far as possible. This is called individual education.

General Education

The matter of general education is found in subjects which are of general use throughout the Army, that is, which develop the mental and moral qualities of the soldier. These are:

- (a) Languages, namely, the individual's mother-tongue, and Hindustani written in the Roman script.
- (b) Mathematics.
- (c) Geography.
- (d) History of India.
- (e) Citizenship and General Knowledge.
- (f) Everyday Science.

NOTE :—(i) Hindustani written in the Roman script is the 'lingua-franca' of the Army and therefore the medium of instruction and examination. This will be replaced by Hindi written in the Devanagari script by 1956.

(ii) The individual is made literate in his mother-tongue. Beyond that stage, it is an optional subject.

There are four educational examinations by means of which the educational attainments of an individual are measured. These are:

- (a) Recruits' Test,
- (b) Army 3rd Class Certificate of Education,
- (c) Army 2nd Class Certificate of Education, and
- (d) Army 1st Class Certificate of Education.

The Indian Army, like all modern armies, is highly mechanised. This fact demands that as many Junior Commissioned Officers, Non-Commissioned Officers and men as possible should possess a sufficient knowledge of English. English is therefore taught as an additional subject.

The preliminary course used for the teaching of English in the Army is the BASIC English Course and the three certificates in the subject are:

- (a) Army 3rd Class English Certificate,
- (b) Army 2nd Class English Certificate, and
- (c) Army 1st Class English Certificate.

The highest educational certificate in the Army Education is the Army Special Certificate of Education. The subjects for this certificate are:

English, Mathematics, Geography, History of India, Citizenship, General Sciences and one of the 14 modern languages of India which a candidate may choose to offer.

This certificate has been recognised as equivalent to the matriculation certificate by the Government of India for the purpose of recruitment to Government service and by most of the universities in India for the purpose of admission to colleges for higher studies.

The number of Junior Commissioned Officers, Non-Commissioned Officers and Other Ranks taking the examinations during the period is given in Tables A and B below. It is regretted that figures for 1947-48 are not available.

STATEMENT SHOWING THE EDUCATIONAL QUALIFICATIONS OF J.C.Os., N.C.Os. & O.Rs.

Table A—Army Certificates of Education

Month and Year	Army Special Cer- tificate of Edu- cation			Army 1st Class Certificate of Education			Army 2nd Class Certificate of Education			Army 3rd Class Certificate of Education			Recruits' Test			Total		
	JCO	NCO	OR	JCO	NCO	OR	JCO	NCO	OR	JCO	NCO	OR	JCO	NCO	OR	JCO	NCO	OR
28 Feb. 49 . . .	359	335	72	2,954	3,918	903	3,900	22,668	25,585	299	10,429	49,153	24	2,722	52,811	7,536	40,072	1,28,524
28 Feb. 50 . . .	946	1,744	525	2,697	3,951	1,497	3,686	23,451	37,478	336	8,889	57,062	9	1,180	57,528	7,674	39,215	1,54,060
28 Feb. 51 . . .	1,050	1,458	599	2,622	4,140	1,727	3,617	26,691	46,841	179	7,298	62,821	11	966	52,537	7,479	40,553	1,64,520
	Total												22,689	1,19,840	4,47,104	=5,89,633 (all ranks)		

Table B—Army English Certificates

Month & Year	Army 1st Class English Certificate			Army 2nd Class English Certificate			Army 3rd Class English Certificate			Matriculation and above			Total		
	JCO	NCO	OR	JCO	NCO	OR	JCO	NCO	OR	JCO	NCO	OR			
28 Feb. 49 .	2,291	4,498	766	1,100	4,232	3,149	1,711	7,687	12,751	4,229	8,806	1,300	9,331	25,223	17,966
28 Feb. 50 .	1,553	3,872	1,223	1,022	4,258	4,944	1,760	8,072	16,736	4,005	16,684	4,377	8,340	27,850	27,280
28 Feb. 51 .	1,637	4,475	1,679	1,057	4,794	6,012	1,687	8,173	17,739	4,387	12,516	6,688	8,768	29,978	32,136
											Total	26,439	83,051	77,382	
												=1,86,872	(all ranks)		
														Total of Tables A & B for all ranks=7,76,505	

The progressive reduction of illiteracy in the Army is clear from the number of illiterates in the ranks on the three dates as follows :

28th February 1949	. . . . .	19,344
28th February 1950	. . . . .	7,636
28th February 1951	. . . . .	5,183

General Education is compulsory to a certain extent. Its semi-compulsory nature is borne out by the fact that men's enrolments and promotions are dependent upon their educational achievements. No recruit becomes a trained soldier till he passes the Recruits' Test. Possession of Army 2nd Class Certificate of Education and Army 2nd Class English Certificate is essential for an individual to obtain higher trade qualifications and consequently become eligible for higher rates of pay and promotion to higher ranks. The possession of Army Special Certificate of Education is necessary for the individual for promotion to Junior Commissioned Officer rank in most of the arms of Services.

Although citizenship is included in the scheme of general education, it remains a permanent feature of the educational training up to the last day of the individual's service, and no exemptions are granted. The training in citizenship is carried out by means of group discussions on citizenship and current affairs which may be "current" at the time either nationally or in the context of the soldiers' environment. Group discussions have, indeed, proved their superiority over the lecture method. It has not only improved the *jawan's* knowledge and his ability to express, but it has bred in him an attitude to speak out on a subject that interests him. Instructors are now trained in the correct technique of group discussion.

Almost all stationary Units have their Information Rooms, which contain newspapers, magazines in English and Indian languages and libraries. They are furnished with posters and charts, although the lack of good material of this kind is keenly felt. Daily news bulletins are put up on bulletin boards in most units.

Other educational activities in the Units include film shows by Units which have their projectors—here, again, the lack of suitable educational films for *jawans* is seriously felt—listening to broadcasts, visits to museums and other places of interest and historical value in the locality, lectures by army personnel and civilians, drama parties, variety shows, etc.

In brief, general education in the Army is more or less compulsory and continuous throughout the individual's service and is carried out in training or working hours. It is designed to produce the well-informed soldier-citizen, who will take his rightful place in society on release from the Service.

Individual Education

The object of individual education is to provide educational facilities to satisfy the personal needs of the individual as nearly as possible. It is voluntary, and carried out in the individual's own time. The provision of these facilities starts in the unit which is the soldier's home while he is serving. The aim is to provide in every unit facilities for private study, a library, an information room, and a hobbies and handicrafts room. These facilities exist in a majority of units now.

Each command has also a hobbies and handicrafts centre, where candidates as well as instructors are trained. The subjects include leather work, soap making, etc. Articles made by candidates are also put up for sale.

Education is given its due place in hospitals. In bigger hospitals there is adequate educational staff. Most hospitals have their own libraries. Regular classes are held for staff and patients not confined to bed. Many larger hospitals have facilities for hobbies and handicrafts for the staff as well as the patients. These activities mean occupational therapy for walking patients.

There are Army Schools of Instruction, one for each technical arm of the Service, where instruction in a number of trades is imparted to the personnel of the respective Corps. Though primarily meant for the training of the respective Corps personnel, these schools and colleges indirectly play an important part in imparting vocational education to a section of the country's adult population. Hundreds of trained fitters, mechanics, technicians, male nurses, teachers and workers in the building industry come out of these schools and colleges every year. The standard of training of technicians and tradesmen is very high.

Organisation

The organisation of the Army is based on the unit, normally a Lieutenant-Colonel's Command. This officer is responsible for all aspects of training, education and welfare of his men. Although he may delegate certain specific duties to his subordinates and obtain the advice of specialist officers, he remains the ultimate authority as far as his regiment or battalion is concerned. The organisation of Army Education is based on this fundamental principle.

There are two agencies by which the educational policy of the Army is carried out: the first is the Army Educational Corps, and the other is the Unit Educational Staffs.

The function of the Army Educational Corps is to assist in planning the system of education approved by the Ministry of Defence, to advise Commanders in its organisation, administration and supervision, and actively to instruct or supervise instruction in all military units and educational establishments.

Duties of the Army Educational Corps

- (a) Officers of the Army Educational Corps are required to advise Commanders on education in Units, to assist in improving the standard of instruction, generally to organise and supervise this training, to lecture, to demonstrate methods of teaching and train instructors.
- (b) Other ranks of the Army Educational Corps in which the minimum rank is Havildar Inspector, carry out instructional duties in accordance with their qualifications and subjects in units and educational establishments. They may be librarians or in charge of hobbies or handicrafts.

Unit Educational Staffs are complementary to the Army Educational Corps Staffs for instructional purposes and are found from within the authorised unit establishments. In every unit there are a number of unit educational instructors at the scale of 1 per 100 men or part thereof, and a Unit Educational Officer who is a regimental officer.

The number of Unit Education Officers and Instructors in the Army during six monthly periods in 1947-51 were as follows :

For six months ending	Unit Education Officers		Instructors		Total No. of Instructors
	Regular	Part-time	Regular	Part-time	
Dec. 1947	176	..	1,895	..	895
June 1948	192	30	2,275	148	2,423
June 1949					
Dec. 1949	299	..	2,573	958	3,521
June 1950	267	..	2,473	886	3,359
Dec. 1950	305	..	2,771	852	3,623
June 1951	343	..	3,429	6	3,435

All educational instructors, both AEC and Unit, are trained in teaching methods at Army Educational Corps Centre and School.

The number of instructors trained in the Army School of Education, Pachmari, and in various commands, divisions and areas during 1947-51 is as follows :

Year—July to June	Trained in the school	Trained in Commands/Divisions/ Areas	Total No. of instructors trained
1947-1948	1,674	2,035	3,709
1948-1949 . . . . .	..	..	..
1949-1950	450	1,110	1,560
1950-1951	642	974	1,616
TOTAL	2,766	4,119	6,885

Of the instructors trained in 1950-51, 200 were trained in the teaching of Hindi in the Army School and 128 were trained in the teaching of Hindi in Commands/Divisions/Areas.

Instruction is organised on a Unit and Station basis. There is a Unit school in every Unit, which provides instruction up to Army 2nd Class Certificate of Education and Army 2nd Class English Certificate. Instruction for higher Certificates, namely, Army 1st Class Certificate of Education, Army 1st Class English Certificate and Army Special Certificate of Education, is provided by the Station School which is called Station Central Classes, and which every Station has. The staff of the Unit School consists of AEC Instructors and Unit Instructors, and the Station Central Classes have AEC Staffs (both the Junior Commissioned Officers and Havildars).

Examinations for Army Certificates of Education up to and including 2nd Class are held under Unit arrangements, and those for Army English Certificates 3rd, 2nd and 1st Class are held under Area arrangements. Examinations for the Army 1st Class Certificate of Education and Army Special Certificate of Education are held by Army Headquarters on the all-India basis.

Training in Citizenship through group discussions is organised on a Unit basis.

Conclusions

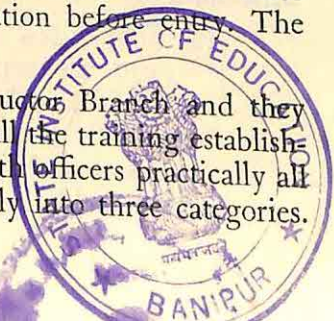
In brief, Army education is essentially Social education, both general and vocational. It is compulsory, continuous and carried out in working hours, and in these respects much ahead of its civilian counterpart. Its achievement is considerable, though it is not possible to give here the statistics for its accurate assessment. It turns out every year thousands of trained workers in the various fields of industry, who, on release from the Army, play their part as useful, well-informed, disciplined citizens. Paradoxical though it seems, the Army, which is an instrument of war and destruction is, through its educational system, also an instrument of reconstruction.

(b) Education in the Indian Navy

Introduction

With negligible exceptions, the Indian Navy recruits only men and boys who are fully literate in English or Hindi and most of these have reached a standard approaching Matriculation before entry. The problem of illiteracy does not arise.

Education is the responsibility of the Instructor Branch and they do all teaching. Instructor Officers are borne in all the training establishments and larger ships. This branch is staffed with officers practically all of whom are graduates. Their work falls broadly into three categories.



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General Education

- (i) *On entry*:—It is designed to ensure that men have the necessary background, particularly for an understanding of the material which they have to use. With a bias towards Mathematics and Science, education starts in the New Entry Training Camp and develops progressively in the Boys Training Establishment over a total period of about 56 weeks. Nearly half of the working time is devoted to school instruction in basic subjects (Language, Mathematics and Physics). Education with a scientific bias also occupies for a period of about two years an important place in the initial training of artificer apprentices in the Mechanical Training and Naval Engineering Establishment (N. S. SHIVAJI) Shipwright School and Electrical School.
- (ii) *Subsequent*:—On completion of the initial training the education of the seamen and apprentices does not terminate. It continues on a voluntary basis at sea and elsewhere with the object of improving steadily the standard of intelligence and developing mind and character. For a good grasp of professional subjects, mental alertness, habits of continuous study and a sound knowledge of relevant school subjects are essential. This object is achieved through the introduction of educational examinations which have to be passed as a necessary qualification for advancement and promotions.

Technical Education

Basic theory of Navigation, Electrics, Gunnery and Torpedo Anti-Submarines, etc., are taught by qualified Instructor Officers.

Welfare Education

With a view to developing the latent talent of the candidates, a variety of extra-curricular activities are organised. Lectures, discussion groups on current affairs, debates, and quiz competitions are a popular feature in training establishments. Dramatics, film shows, picnics to places of interest are arranged from time to time according to convenience and on appropriate occasions. Attached to each training establishment are Information Rooms, Reference and Fiction Libraries, Reading Rooms, which are provided with useful and interesting literature and periodicals. These are kept up-to-date by Instructor Officers.

Miscellaneous

- (a) *Educational Tests*:—The Indian Navy's two important educational examinations are Educational Test One (Short title E.T.I.), and the Higher Educational Test One (Short title H.E.T.). E.T.I. is the qualifying educational examination for advancement to Leading and Petty Officer ratings. This examination is held thrice a year and consists of two subjects, *viz.*,

Language and General Knowledge, and Elementary Mathematics. It is designed to test the power of clear thinking, accurate expression, simple calculations and a general knowledge of service and current affairs.

The total number of ratings who sat for E.T.I. during the period 1947-51 is about 5,545.

- (b) *H.E.T.* is an examination of Matriculation standard held twice annually in the following subjects:

Arithmetic and Mensuration.

English and General Knowledge.

History.

Geography.

Algebra, Geometry and Trigonometry.

Mechanics.

Electricity and Magnetism.

Navigation.

Candidates must pass in a specified number of subjects not less than five and not more than six, according to the Branch concerned, to qualify in this examination. This examination has been, under certain conditions, recognised by the Government of India for purposes of employment as equivalent to the Matriculation. It is the educational qualification necessary for promotion to the Commissioned Rank (Branch list) in the Navy.

This is a voluntary test and may be taken by any rating who holds an E.T.I. certificate.

During the period of 1947 to 1951, 262 candidates qualified in this examination.

- (c) *Compulsory Hindi Test for Officers*:—Since Hindi in Devanagari script has been declared as the national language of our country, compulsory Hindi Test for all regular I. N. officers was introduced in May 1951.

These tests are held four times a year and the first one was held on 31st January 1952, when 82 officers sat for it. All the Naval Training Establishments ashore have on their staff at least one qualified Hindi Service Instructor. They conduct voluntary Hindi classes generally twice a week after normal working hours.

- (d) *Instructional Technique*:—A short course of "Instructional Technique" is given to Instructors of all branches to acquaint them with the methods of teaching and the part played by various visual aids.

(c) Education in the Indian Air Force

Aim and Object

The Education Branch of the Indian Air Force has been formed as a combatant Branch and educational training has been designed with the object of meeting the needs of the individual as a member of the Service and as a citizen.

Types of Education

This object is achieved in a variety of ways, mainly classified under three headings:

- (a) *Service Education*:—(i) The object of this type of education is to improve the professional efficiency of the airmen. It comprises instruction imparted to trainees at flying and ground training units, and apprentices. Young men who enter as flight cadets receive basic education in English, War Studies, Physics, Mathematics, Electricity, Radio Engineering and Theory of Flight. Those who enter the ranks as apprentices are given a good basic education in English, Arithmetic, General Knowledge and Elementary Science. (ii) A Technical Training College was established at Jalahalli in June 1949 to train Technical Officers and apprentices for higher group trades. A team of British Experts has been provided by Air Service Training Ltd., Hamble, on a contract basis for a period of five years. (iii) On the opening up of independent training schools and the introduction of all thorough training, scientific laboratories have been provided nearly at all training units.
- (b) *General Education*:—The education of trainees and apprentices does not terminate with their training or apprenticeship but continues in one form or another throughout their stay in the service, the intention being to raise the level of general intelligence and to develop those qualities of mind and character, which go to form an efficient and disciplined Air Force under modern conditions. A General Education Scheme has been introduced into all Units with this object in view.

Tests and Examinations

To keep their minds educationally alert and develop habits of continuous study, bi-annual examinations are held for promotion for officers and airmen :

- (i) *Promotion Examinations—Officers*:—No officer of the Indian Air Force (except officers of the Meteorological and Medical Branches) who hold Permanent, Short Service, Extended Service or Emergency Commissions, is eligible for promotion to the substantive rank of Flying Officer, Flight Lieutenant, or Squadron Leader, unless he has passed the appropriate promotion examination, held twice a year.

- (ii) *Educational Examinations—Airmen*:—The following educational tests are held twice a year in February and August. Preparatory classes for these tests are conducted in all Units. These tests are designed to test power of expression and calculation and the knowledge of general service and current affairs. Study and reference books for these examinations are normally available at Station Reference and Technical Libraries:

Educational test for promotion to the rank of Corporal.

Educational test for promotion to the rank of Sergeant.

No airman in the I.A.F. can be promoted to the rank of Corporal or Sergeant until he has passed the requisite educational test. The total number of candidates who have appeared in each test during the period of 1947–51 is given below:

LAC/CPL. Educational Test	6,200
Sgt. Educational Test	3,309

Instructors and Education Officers

For its educational work the Indian Air Force employs Instructors and Education Officers. Graduates with a teaching degree and/or teaching experience are recruited as Instructors and are given special training for three months in methods of teaching. Only persons with at least a II class M.A. degree with teaching degree or experience are recruited as officers and also receive training in methods of teaching.

Compulsory Hindi Test for Officers

In view of the fact that Hindi in Devanagari script has been declared as the national language of our country, all encouragement is being given to our officers and airmen to learn the language. Evening classes in Hindi are held at almost all Units of the I.A.F. For this purpose, some Units have employed instructors from Civil sources, while others have engaged qualified service personnel themselves as volunteers or paid instructors on a part-time basis.

A Preliminary Compulsory Hindi Test for I.A.F. officers was introduced in January 1951 as the first step in the transition from English to Hindi. All officers in the I.A.F., expected to be in Service till 31st December 1953, have to pass this Test by 1st October 1953.

400 officers have appeared in this examination since its introduction.

University and External Examinations

Some of the Universities in India, under certain conditions, allowed candidates from the I.A.F. to take their examination privately. This war-time concession has now been withdrawn by all universities with the exception of the Punjab.

Most of the British Societies and Institute Examining Bodies permit I.A.F. candidates to take examinations in India and the Deputy Director of Education (Air Headquarters) makes requisite arrangements for their examinations.

Personnel desirous of taking these examinations are provided with necessary guidance and help by the Education Staff.

Study of Indian and Modern Foreign Languages

The study of modern foreign languages is encouraged amongst officers. Facilities are provided to airmen, wherever possible, for the study of these languages.

Arrangements are also made for the admission of I.A.F. officers to the School of Foreign Languages, Ministry of Defence, New Delhi, which was started in January, 1949, primarily with a view to providing facilities to Service officers for the study of foreign languages. Each year the Ministry of Defence decides what languages in the interest of the Service are to be studied and fixes the number of vacancies to be offered for part-time and whole-time courses.

Facilities are also provided for the study of Indian languages. Each year the Hindustani Language Examination is held quarterly under the auspices of the Board of Examiners, Ministry of Defence, New Delhi. The examination consists of two parts, *i.e.*, Lower Standard Hindustani and Higher Standard Hindustani, and the candidates are allowed to take these examinations in Urdu or Devanagari script.

Reference and Technical Libraries

At each Air Force Station a Reference and Technical Library is maintained under the supervision of the Education Officer or Officer-in-charge of Education. Financial aid is given to keep the libraries well-equipped with the most up-to-date publications in order to keep readers abreast of the time. Wide discretion is exercised in the selection of books and equipment to meet the needs of officers and airmen in connection with their studies of a service and professional nature or for general educational improvement.

Welfare Education

The Welfare Education Scheme covers the less academic and vocational sides of education. Its aims are to improve morale and combat staleness of mind, arouse interest in the affairs of the nation, to indicate a better sense of citizenship and to provide opportunities for profitable use of leisure. Efforts are made to achieve these aims by the organisation of discussion groups, debates, brain trusts, information rooms and hobbies institutes, arranging external lectures and visits to places of interest.

Discussion groups have been made a permanent feature at all Units. They aim to educate officers and men for free discussion and make them more effective members of the Air Force Community whilst in service.

and better citizens after it. An opportunity for personal contacts between Officers and Other Ranks is regarded as an essential feature of discussion groups.

The brains trusts, which in early days were a medium for experts and specialists, are in the Indian Air Force an increasingly popular method of entertainment-cum-instruction.

At each Unit a suitably selected room at site, easy of access, is maintained as the Information Room. This room is liberally provided with maps, magazines, time-tables, pictures, diagrams, charts, news cuttings, dailies, weeklies and wall-newspapers—all so nicely displayed as to make an immediate appeal to any man who wanders in.

An appendage to the Unit Information Room or if no separate room is available, a part of it, serves as a hobbies institute. It is realized that some men express themselves much better through their hands than verbally. So this hobbies institute is a great boon to artists and craftsmen and to encourage them. Unit/Art Exhibitions are arranged from time to time and prizes are awarded to those who produce the best exhibits.

External lectures and educational visits are another device employed to enable the personnel to acquire more knowledge without having to make a "job" of it.

CHAPTER 3

SOCIAL EDUCATION IN THE STATES

ASSAM

Introduction

The area of the State is 54,084 sq. miles. The total population in 1951 was 90,43,707 out of which 81.9% were illiterate.

Administration

Social Education is carried on in Assam by the Social Education Department of the Government as well as various religious organisations like the Hindu Mission, Ramakrishna Mission and various Christian Missions. In the absence of Mission reports the present report has necessarily to confine itself only to the activities of the Government Social Education Department.

In 1947-48 the organisation of Social Education (confined only to literacy) was under the Provincial Mass Literacy Committee consisting of official and non-official members with the Minister of Education as Chairman. There were sub-divisional committees of official and non-official members in the sub-divisions and the local Deputy Inspector of Schools acted as Secretary of a sub-divisional committee. Besides, there were also local Committees with leading men of the locality as members. In 1949-50 the old Mass Literacy Campaign gave place to the new Social Education Scheme. The structure of the organisation, however, remained un-altered until later.

In 1949-50 the Central Administrative set-up of the Department consisted of

- (1) State Adult Education Officer,
- (2) Assistant Adult Education Officer, and
- (3) Two clerks and two peons.

The Deputy Inspectors of Schools worked for Social Education as well. They were helped by a clerk in each sub-division.

Social Education Centres

Literacy work in the State was carried on in the night classes in the Social Education Centres called the *Janasiksha Kendras*. Text Books, reading charts, kerosene expenses, lamps, etc., were supplied by the department. Paid teachers were attached to each centre.

Almost all of these centres ran with two sections in each—

- (1) The Pre-literacy centres, where more advanced pupils carried on studies supervised by the teacher in charge of the Centre.
- (2) Post-literacy sections were supplied with suitable books, periodicals and news-sheets. The adults read these themselves.

Up to 1949 Social Education work in the State was confined to the plains, but under the Social Education Scheme of 1949-50 it was extended to Tribal Areas as a whole and Social Education Centres were opened for the first time in the Abor, Mishmi, Garo, Naga, North Cachar, Mikir, Khasia and Jantia Hills.

The Centres were run mostly by the primary school teachers.

There were two courses a year—one from March to August and the other from September to February. At the end of each term a literacy test was held and successful candidates were declared pass.

The statistical progress of the centres during the period under review was as follows:

Year	No. of Centres		Enrolment		No. of persons taking test		No. of persons passed	
	Men	Women	Men	Women	Men	Women	Men	Women
*1946-47	432	38	9,449	753	9,094	795	7,834	661
1947-48	386	57	14,563	1,654	12,555	1,293	10,215	993
1948-49	†390 ‡100	59	§10,736	§1,836	9,984	1,564	8,796	1,494
1949-50	1,140	62	31,178	..	25,665	2,932	21,665	..
1950-51	1,140	58	19,008	2,202	17,308	1,768	11,959	1,202
Total for 1947-51	3,392		81,177		73,069		56,324	

Thus 56,324 persons acquired literacy in the four years 1947-51 through Social Education Centres opened by the Government of Assam. Of these only eight to nine were women. The 70-80% efficiency of the Centres, measured by the percentages of the adults enrolled who passed out, was remarkable.

'Pathachakras' or Study Circles

These were established by the Government as post-literacy Centres. Books, periodicals, news sheets were read and discussions held on current affairs and other matters in which people felt interested. It is reported that the discussion method had proved very useful in these Circles. Mostly adults who had passed the literacy test or those who had left their studies at the primary stage came to these institutions. Departmental readers dealing with a variety of rural problems, for example, village marketing, village sanitation, cooperation, agriculture,

* Given for the sake of comparison.

† From 19 to 35 centres in each sub-division. There were 350 centres in Assam Valley—291 for men and 59 for women.

‡ Voluntary centres receiving a lump sum annual grant of Rs. 10 per centre.

§ Figures for Assam Valley only.

compost making, citizenship, historical information, general geography, every day science, etc., were supplied free of cost to these Centres. The number of *Pathachakras* in the various years was as follows:

Year	Figure
1947-48	291
1948-49	190
1949-50	431
	(They were supported by a grant of Rs. 11,206 from the Government.)
1950-51	452

The greatest difficulty in Assam about the Social Education Centres is the irregular attendance of adults. To the general indifference of the average adult to education must be added the handicaps of the rainy season and bad communications. Wherever communications are good, attendance is better.

Libraries

There were two types of libraries working in the State during this period—the rural libraries (*Pathagars and Puthivaralas*) and the circulating libraries, called the *Chalant Puthivaralas*.

300 rural libraries were recognised by the Government in 1948-49. Each of them received a lump sum grant-in-aid of Rs. 35 per year. All Government publications, including the journal *Janasiksha*, were supplied free of charge to these libraries. Library clubs have often their own manuscript magazines.

Circulating Libraries:—Book-boxes were sent round to Adult Education Centres in turns by the Department, thus constituting a rudimentary system of circulating libraries. There were 290 such libraries in 1948-49 and 200 in the next year. These libraries have become fairly popular in the State. If a locality were given a chance, it would ask for a library first.

In 1948-49 there were 300 rural libraries, in 1949-50—452 and 1950-51—400. Besides these there was one Government Public Library at Shillong and 101 other aided libraries.

The Government of Assam spent the following amount on the development of libraries in 1950-51.

Name of Libraries	No. of Libraries	Expenditure in 1950-51
Government Public Library, Shillong	1	Rs. 8,594
Aided Libraries	101	4,100
Rural Libraries	400	14,000
Total	502	26,694

Audio-Visual Education

The State Government put into operation early in 1949 two mobile vans fitted with sound and motion picture projectors (35 mm), radio sets, microphones, gramophones, etc. The equipment cost as follows:

	Rs.
A fully equipped van	17,000
A radio	1,000
A gramophone	175
Salary of a van driver	50 p.m.
Salary of a cleaner	38 p.m.
Cost of maintenance of projectors	500 per year
Cost of maintenance of a radio set	300 per year
Recurring cost of gramophones	150 per year

Up to the end of March, 1949 these vans had gone to 50 selected rural areas in ten sub-divisions of the State to show educational films on subjects like agriculture, sanitation, care of animals, community living, cottage industries, dance and music, etc., and entertained the people with radio programmes and talks. 40,000 rural people benefited from these shows. During 1949-50, two sets of 16 mm projectors and generators and 50 films were purchased.

Dramas were staged by adult students in cooperation with the village youths. Folk songs and folk dances were special features in Centres situated in the tribal areas. The post-literacy centres were also encouraged to hold social and musical functions on festive occasions.

Four Social Education Exhibitions and rallies were held in 1949-50 to arouse public consciousness in the matter of social education and to encourage local craftsmen and cottage industries. All the nation-building departments cooperated in this venture. Prominence was given to cottage industries and the demonstration of better ways of sanitation. Handicrafts were introduced in selected Social Education Centres. In this connection cane and bamboo work, for which there are ample resources in Assam, spinning and weaving, pottery and knitting and gardening have proved popular.

Training of Adult Education Workers

The Department made arrangements for giving short training courses to adult education workers in the theory and practice of Literacy and Social Education in general as follows:

Year	No. of training courses or training camps	No. of trainees
1948-49	48	1,200
1949-50	21	210
1950-51	15	187

The Training Camps lasted for two or three days. Their activities comprised discussions of methods and techniques of teaching adults and organising Centres, etc. There were two sessions—one in the morning beginning at 7.30 a.m. and one in the afternoon from 1.30 p.m. to 4.30 p.m. The evenings were reserved for recreational activities.

Literature

The State Government published the periodical *Janasiksha* every month at an annual cost of Rs. 5,000. It was distributed free to Social Education Centres and Libraries.

No new adult educational publications were brought out during the period owing to difficulty in getting printing material. However, some of the literature produced in 1940-42 was reprinted.

Work Among Women and Labourers

The Assam Government also carried on Social Education work among women and labourers. Out of the total of 1,140 centres in 1950-51, 40 centres were meant specially for women.

The Government also worked in close liaison with the Labour Welfare Officer, Assam Railways, who is solely responsible for the Social Education of Railway workers. There were 12 Social Education Centres for such workers in 1950-51.

Expenditure

The State Government's expenditure on social education is given in the following table:

Year	Total State Budget	State Budget for education	State Budget for Social Education
1947-48	10,53,83,000	81,74,500	1,70,950
1948-49	14,61,21,000	86,69,600	1,36,000
1949-50	9,52,35,000	1,27,28,000	2,74,000
1950-51	9,45,52,000	1,46,79,000	3,90,000

CHAPTER 4

BIHAR

Introduction

The population in 1951 was 4,02,25,947 with an illiterate population of 87.2%.

The main burden of Social Education in the State rests with the Government. The present scheme of Social Education was started in January, 1950 till when the old Mass Literacy Scheme continued with its following elements:

(a) 100 Literacy and Post-literacy Centres concentrated in one *thana* in a district and hence 1,600 Centres in the whole State.

(b) Village libraries of which 6,000 were aided by the Government who gave them books and charts published by the Publications Section of the Adult Education Board.

(c) Publication of the three-page weekly journal, *Roshni*.

Awakened national consciousness after 1947 made changes in the scheme inevitable. In the new conditions literacy was not enough. Adults had to be instructed in the elements of citizenship, the ethical, moral and aesthetic aspects of life as well as in the obtaining of the necessities of life, such as food, clothing, water supply, dwellings, sanitation and hygiene. The material or media of education had also to be expanded to include radio, cinema, cultural entertainment etc. The agencies of Social Education had to be conceived in a new spirit. The Agriculture, Industry, Public Health and Veterinary Departments as well as the Education Department had to contribute to its promotion.

It was therefore, decided in 1947-48 to start new types of Literacy Centres in certain selected middle and high schools in rural and a few urban areas. Jails, industrial centres and public bodies were also required to open Social Education Centres where people could assemble after their day's work, listen to broadcasts, see cinema shows, read books and talk among themselves. Bodies like the All-India Students' Association, All-India Village Industries Association, Harijan Sewak Sangh, Adivasi Sewak Sangh, Adimjati Sewak Mandal, Panchayate Momanin etc., were requested to cooperate with the State Government.

An Adult Education Board, more broad-based in its composition than the old Mass Literacy Committee, was set up for over-hauling the supervision and execution of this scheme.

Finally, the Publication Section was opened to publish books in simple Hindi for the benefit of adults with low literacy skills.

The change-over to the new type of Social Education was continued in 1948-49. Some inefficient Centres started under the old scheme were closed down, but a large number of them, mostly situated in the backward areas of the State, were allowed to continue alongside the Centres started under the new scheme. Some of the Centres were supplied with musical instruments popular among the rural folk. Indigenous games were also encouraged. The Centres thus became not only centres of literacy but of cultural entertainment and exchange of ideas. All Basic Schools were required to run such Centres as a part of their normal activities. A whole-time Adult Education Officer was to be incharge of the organisation and was assisted by field staff of special sub-inspectors of schools posted in each district.

In 1947-48, 1,351 pre-literacy and 1,399 post-literacy Centres were working on the old model. There were 601 new Centres with libraries attached to them. Of these 43 Centres were for women alone. In 1948-49 these Centres imparted instructions to 46,475 adults of whom 29,176 passed the literacy test. In addition, there were 151 Centres for women with an enrolment of 3,272 of whom 1,712 passed the literacy test. The Publication Section published 1,77,000 charts, readers and primers in Hindi, Urdu and Bengali. In addition, seven books in Hindi were published. Hindi writers were paid for writing books and primers for the Department.

The New Scheme

In 1949-50 the old scheme of Mass Literacy was completely replaced by the new scheme of Adult (Social) Education. In the new scheme institutions were made responsible for running Social Education Centres. It thus attempted to combine Social Education for adults with Social Service for the students. This new approach had the advantage of encouraging students of middle and high schools and colleges to undergo a practical course of Social Service. The new scheme was introduced in the middle of January 1950. A 'Guide' to this new scheme was prepared and distributed throughout the State. The main features of the new scheme were as follows:

- (1) It was planned to establish 500 Centres in institutions prepared to take up Social Education work. In addition, 20 Centres were to be run in industrial areas and jails.
- (2) Each institution was to work through a number of squads consisting of a leader, who was a teacher, and some boys. On the average an institution was required to run five squads. The target number of squads for each type of institution was:

[illegible]

Each squad was responsible for running a Sub-centre.

(3) The functions of a squad were as follows:

- (a) First week: Surveying the adopted mohalla or village.
- (b) Chalking out annual programme divided into monthly parts.
- (c) Assigning duties to each member.
- (d) Sending monthly report on a proforma to Adult Education Officers through the head of the Institution.
- (e) Visiting its adopted village or mohalla once a week. The rest of the days one member of the squad went to the mohalla or village. A teacher was expected to visit the work at least twice a week.
- (f) Making 60 men literate in a year.
- (g) Helping *yatra* parties to give performances.
- (h) Establishing a club or library, ordinarily located in primary schools, before moving to another Centre after completing its work.
- (i) Keeping contact with the Sub-Centre after moving out of it.

(4) Each squad was equipped as follows:

Lanterns	2
Blackboard	1
Charts and Primers.	60 sets
Slates and Pencils	60 sets
Musical instruments	1 set
Kerosene oil	one tin per month

Ten rupees per month were given as honorarium to the teacher, and each squad was given a grant of Rs. 11 for contingencies and Rs. 25 for non-recurring expenditure.

- (5) Each squad leader was treated as a part-time teacher and given refresher course of 14 days at District Headquarters for receiving instruction on matters connected with Social Education.
- (6) Instruction was given to adults between 12-40 or 45.
- (7) Entertainment parties were formed to tour rural areas.
- (8) Each Sub-centre was to start a circulating library on a monthly grant of Rs. 15. Thus, there were to be established 520 circulating libraries to feed the village libraries situated at each place worked by a squad, and were to be fed in return by sub-divisional libraries, the divisional libraries and the Central Library at Provincial Headquarters.

- (9) Audio-visual aids were pressed into the service of Social Education.
- (10) 200 radio sets were supplied to high schools having Adult Centres on payment of the one-third of the total cost.
- (11) Camps for training of Adult Education Workers were held.
- (12) An expert committee of ten members for publication of suitable books was established; the Committee started work at the end of 1949-50.

The new scheme outlined above was integrated with another scheme of the State Government for imparting education in Hindi to people residing in the border areas of the State.

Administrative Set-up

The above scheme was implemented by a proper administrative and advisory organisation. On the administration side there is a whole-time officer designated as Deputy Director of Education (Social Education). There are four Superintendents of Basic and Social Education at each divisional headquarter of the State. They are in charge of the execution of the scheme within their jurisdiction. The Social Education Centres are regularly visited by 300 sub-inspectors of schools who are paid special travelling allowances for this purpose.

On the advisory side there are Advisory Committees at four levels. At each Centre, *i.e.*, for each institution taking up Social Education with an average of five squads, there is a Committee consisting of squad leaders, *Panchayat mukhias* (leaders), the village officials, the postmaster and other important people interested in Social Education. At the next rung there is a Sub-Divisional Education Advisory Committee. The Sub-Divisional Officer presides over the committee meetings and the Deputy Inspector of Schools is its Secretary. Its membership comprises the Sub-Divisional publicity officers, one representative of the middle schools, Chairmen of the Local Board and the Municipal Board, if any, and other interested persons. Its function is to give general direction about the selection of areas and villages in which Centres are to be established.

The District Educational Councils guide the Social Education programmes of the whole district. The District Magistrate, Chairman of District Board, District Inspector of Schools (who acts as a Secretary), District Registrar of Cooperative Societies, District Publicity Officer, District Welfare Officer, Chairman of Municipal Board and other interested persons constitute this Council.

The main advisory body is, however, the Provincial Board of Social Education consisting of 40 members presided over by the Minister for Education. The Deputy Director of Social Education is the Secretary of this Board which lays down the policy relating to the Social

Education schemes in the State. The Director of Public Instruction, the four Inspectors of Schools, Divisional Publicity Head, Secretary Rural Welfare Department, Principal Patna Training College, Director of Psychological Institute, a representative of the Provincial Congress Committee, and Inspector of Basic Education are among the other members of this Board.

Achievements

The progress made in the working of the scheme during the remaining months of 1949-50 as well as in 1950-51 is as follows:

Year	No. of Sub-Centres	Enrolment	No. of adults literated during the year	No. of Teachers	No. of Student Volunteers
1949-50 . . .	2,020	43,270	18,596	1,884	10,241 plus 1,501 others
1950-51 . . .	2,251 (8)	1,07,340 (485)	56,580 (365)	2,541 (8)	10,041

(Figures within brackets indicate the numbers relating to women included in the figures.)

During 1949-50 special funds amounting to Rs. 3,22,208 were allotted for the education of adults in the districts of Manbhum, Singhbhum, Santhal Parganas and Purnea in view of the backward conditions in these districts. Special supervising agency was also provided for this work.

The total grant-in-aid to Social Education Centres in 1950-51 amounted to Rs. 5,73,263-14-10.

Libraries

The Government of Bihar has so far established a Central State Library at Patna and five district libraries in the five backward districts of Purlia, Chaibassa, Ranchi, Dumka and Purnea.

The number of public libraries in Bihar in 1950-51 was 2,340. The Government spent in 1950-51 the following amount on the development of libraries:

Item	Recurring	Non-recurring
	Rs.	Rs.
Expenditure on Public Libraries under State Library Scheme	1,97,172	..
Establishment of 5 Government libraries in 5 districts as mentioned above . . . . .	..	1,50,000
Grants to non-Government public libraries	1,00,000	..
Grants to non-Government public libraries for building, furniture and equipment . . . . .	..	3,57,000
Total	2,97,172	5,07,000
	=Rs. 8,04,172	

The Government has also published a list of Standard Hindi Publications which serve as a useful reference tool for all libraries. The major portion of Government grant to public libraries is given in the shape of books from the list. It is intended to revise the list from time to time.

In March 1950, Government sanctioned Central staff to reorganise and supervise libraries in the State. It also took over the Sinha Library, Patna, as the Central State Library.

The Bihar Library Association was founded in 1936. Since then, branches of the Association have been established in 11 districts and about 22 sub-branches have also been set up. It held four conferences up till March 1951. The Library Association of Muzzafarpur District has started circulating libraries and it is understood that in Hajipur an attempt is being made to start a travelling library.

The Bihar Library Association publishes the *Pustakalya*, a journal for librarians.

Audio-Visual Education

222 radio sets of a design particularly suited to rural areas were purchased for distribution to institutions which were prepared to pay one-third of the cost of the sets, *i.e.*, Rs. 150. Of these, only 50 sets could be so distributed. A small number of libraries doing Social Education work also received these community sets at concession rates.

The purchase of four film projectors was subsidised by the Government at a cost of Rs. 10,000 and placed with the District Inspector of Schools of four districts, namely, Patna, Muzzafarpur, Bhagalpur and Saren for purposes of showing educational films to schools students as well as adults in the social education centres. The schools and centres participating in the scheme were expected together to meet half the cost of the projector. The scheme was at first not quite successful owing to defective generators and the lack of interest shown by schools and centres. It is, however, proving popular now. A number of films on various subjects were purchased by the Department and they were supplied to Districts. A few approved private exhibitors have also been encouraged to show films of educational value to students in towns and villages.

Cultural Entertainment Parties

Six Entertainment Parties (*Modmandalies*) were established at the following headquarters with jurisdiction noted against each :

- | | |
|-----------------|-----------------------------------|
| (1) Patna | Patna and Gaya |
| (2) Chapra | Saren and Shahabad |
| (3) Muzzafarpur | Muzzafarpur and Champaran |
| (4) Darbhanga | Darbhangha and Saharasa |
| (5) Bhagalpur | Bhagalpur and Monghyr |
| (6) Ranchi | Ranchi, Hazaribagh and Palamaner. |

These *Modmandalies* organized performances of short dramas, dialects, songs, dances, *kathas*, *kirtans*, etc., with the help of local people and students. These parties have proved very popular. They are under the control of District Inspectors of Schools of their respective headquarters.

Besides the above six parties, each of the remaining districts was provided with Rs. 500 for maintaining such parties.

The *Modmandalies* invite writers to send them short dramas and popular poems which could be staged in adult Centres in the open. During 1950-51 the State Government spent Rs. 30,892-3-0 on these six *Modmandalies*.

Publication of Literature

A Publication Section attached to the Social Education Department was created in 1947. The Section was also responsible for publishing books on Basic Education and books for the Board of Secondary Education. Up to March 1951 it had published 50 books suitable for adults, and also the eight-page weekly, *Roshni*. The Department spent Rs. 26,293-12-9 in 1949-50 and Rs. 39,410-4-0 in 1950-51 on the publication of literature.

Originally the books to be published were selected by the Publication Officers but in 1950 an Adult Literature Committee was set up to plan and select books for publication.

The publications of this Section were mostly purchased by the Government for supplying to libraries in the State, including the circulating libraries. The weekly *Roshni* is supplied free to all Centres in the State.

Seminars and Conferences

During 1950-51 the Department organised five Seminars and Conferences of workers in the field of Social Education in different districts. Teachers, Professors, Inspecting Officers and students participated in these Seminars. One of the Seminars at Naubatpur (17-22 December 1951) recommended the establishment of extension centres of Social Education and social service in connection with certain basic schools. Another Seminar, particularly meant for women, was held in the village Maniari, District Muzzafarpur (2-6-1950). The Department also deputed a sub-inspector of schools for further training in Social Education and Social Service, at Sewagram. On his return he was attached to the Bikram Basic Training School. It was intended to utilize his services for organising Social Education training institutes.

Expenditure

The State Government spent on Social Education Rs. 3,85,460-13-0 and Rs. 7,00,239 during 1949-50 and 1950-51 respectively. This expenditure may be compared to the total expenditure on Education in the State of Rs. 4,36,38,171 in 1949-50.

CHAPTER 5

BOMBAY

Introduction

The area of the State is 1,15,570 sq. miles. The population in 1951 was 3,59,56,150 with an illiterate population of 75.4 per cent.

Prior to 1937, only a few sporadic efforts were made in the field of Adult Education, which then meant mere literacy. The first organized effort for spreading literacy was made in 1938, when the popular Ministry came into power. An Advisory Board of Adult Education for the Province was appointed in September, 1938 (first for three years) with six non-official members. The Grant-in-aid Rules for Adult Education were framed for the first time in 1938-39 and adult education workers were registered. The entire expenditure of the scheme formed part of the ordinary provincial budget.

The following statement gives the progress of literacy work from 1937-38 to 1945-46 :

Year	Number of classes on 31st March	No. of adults on roll in these classes	No. of persons made literate	Grants paid in Rs.
1	2	3	4	5
1937-38	240	8,037	Nil	7,580
1938-39	432	13,766	12	19,793
1939-40	1,085	58,378	13,208	86,588
1940-41	177	9,283	2,829	3,800
1941-42	658	22,153	6,877	38,736
1942-43	511	22,153	8,315	40,566
1943-44	492	14,530	6,810	31,018
1944-45	373	9,460	4,667	20,866
1945-46	733	18,660	9,895	46,910

Agencies of Social Education and Their Work

In spite of efforts made both by the Provincial Government and the public spirited citizens in the Province to arouse popular interest in Adult Education, (which then meant no more than literacy) the progress was not quite encouraging as is quite evident from the figures

given above. Hence, in 1945, the Provincial Advisory Board of Education, appointed in 1938, was replaced by three Regional Committees for Social Education on linguistic basis—one each for Gujerat, Maharashtra and Karnatak regions. B.E.S. Class II officers were appointed as Secretaries of the Committee. They also worked as Social Education Officers for the Regions. They managed the office work and toured their areas to promote Social Education campaigns.

The Regional Social Education Committees are responsible for Social Education work in their linguistic regions and their entire expenditure is met by the Government. The functions of these committees are :

- (1) to promote Social Education Classes,
- (2) to encourage illiterate adults to attend the classes,
- (3) to organise Home Classes for Women by pupils of classes IV to VII, and
- (4) to arrange recreational programmes in the Social Education Centres within their Jurisdiction.

In order to make the contact of Regional Social Education Committees with the public more effective, the Government of Bombay, on the recommendation of the Consultation Committee (mentioned later), authorised the setting up of District Committees in 1949-50. In 1950-51, 25 such District Committees were working, 12 in the Maharashtra Region, nine in the Gujerat Region and four in the Karnatak Region. There was in March 1951 a Social Education Committee for each District except the District of Dangs. These District School Education Committees consist of 12 to 15 non-official members and two official members. The Administrative Officer of the District School Board concerned acts as the Secretary of the Committee. Women are also represented on the Committee. The Committees are expected to arouse local enthusiasm by personal contacts and intensive propaganda.

The Regional Committees have succeeded in arousing interest of the masses in education and culture. They have also used religious festivals, fairs and holidays of national importance for this purpose. Each of the three Committees is now running a monthly journal for neo-literates and workers. They are publishing posters which are being exhibited at important *taluka* places. By the help of lectures by members and Chairmen of the Committees, Press Conferences and celebrations of Social Education Days, they have been arousing Social Education consciousness in the masses.

The Regional and District Committees are appointed by the State Government. They consist mainly of non-officials, with a few official members. The Chairmen of these Committees are invariably non-officials. These are reconstituted from time to time so as to make them representative and active.

The Regional and District Committees conduct their work through governmental organisation in two forms—known as compact and non-compact areas.

(a) *The Compact Areas*:—Each compact area is in the charge of a special officer, who is either a social worker, or if such a worker is not available, an Assistant Deputy Educational Inspector, who is required to organise and supervise the Social Education work in his area and to see that about 1,000 adults are made literate every year in each compact area. Five compact areas were started in 1945-46 as an experimental measure. As the experiment succeeded, 14 more were added in 1946-47, 25 in 1947-48 and 30 in 1948-49, making a total of 74 compact areas—35 in Maharashtra, 21 in Gujarat and 18 in Karnatak. 29 areas were added in 1949-50 and 16 in 1950-51, making a total of 119 compact areas that year.

Formerly, the compact areas confined themselves purely to literacy work but later on recreational, artistic and cultural activities were added, with the result that these Centres gradually assumed the functions of Community Centres.

The result of the work done in these areas was as follows :

Year	Total No of Compact areas	No. of Classes	Enrolment	No of adults made literate
*1946-47	19	357	9,043 (1,133)	7,643 (413)
1947-48	44	1,930	53,374 (8,663)	24,953 (3,951)
1948-49	74	5,738	1,29,158 (17,156)	50,773 (8,451)
1949-50	103	8,470	2,00,409 (20,705)	88,142 (12,010)
1950-51	119	9,595	2,15,593 (22,991)	95,328 (15,765)
Totals for 1947-51	340	25,733	5,98,534 (59,515)	2,59,196 (40,177)

(b) *The Other Areas*:—Side by side with the scheme of compact areas the Bombay Government also carried on Social Education work in non-compact areas. The classes in these non-compact areas were formerly supervised and inspected by Inspecting Officers of the Education Department. Later on, in 1948-49, these areas were also placed under Assistant Deputy Educational Inspectors, each A.D.E.I. being responsible for 100 classes. The A.D.E.Is. were directed to carry on Social Education work in these classes on the same lines as the work done in intensive areas. The officers were relieved of their normal duties of

*For comparison.

inspecting the primary schools. In districts where the number of classes is too small to justify the appointment of a special officer, the A.D.E.Is. in-charge are required to see that not less than 1,000 adults are made literate every year in each non-compact area in their district. The work done in these non-compact areas during the period was as follows :

Year	Classes	Enrolment	Adults made literate
*1946-47 . . .	1,461	39,514 (2,710)	14,657 (908)
1947-48 . . .	1,276	32,735 (1,726)	19,647 (903)
1948-49 . . .	1,644	55,141 (4,102)	27,512 (3,046)
1949-50 . . .	2,071	64,322 (3,307)	18,900 (1,937)
1950-51 . . .	2,017	57,126 (5,674)	18,262 (2,381)
Totals for 1947-51 .	7,008	2,09,324 (14,809)	84,321 (8,267)

The total work done in the compact and non-compact areas during this period was as follows:

Year	Classes	Enrolment	Adults made literate
*1946-47 . . .	1,818	48,557 (3,843)	22,300 (1,321)
1947-48 . . .	3,206	86,109 (10,389)	44,600 (4,854)
1948-49 . . .	7 382	1,84,299 (21,258)	78,285 (11,497)
1949-50 . . .	10,541	2,64,731 (24,012)	1,07,042 (13,947)
1950-51 . . .	11,612	2,72,719 (28,665)	1,14,590 (18,146)
Totals for 1947-51 .	32,741	8,07,858 (84,324)	3,44,517 (48,444)

The teachers of a literacy class in a compact or a non-compact area get a capitation grant of four rupees per adult passing the first literacy test and five rupees for the second literacy test besides an equipment grant of Rs. 100.

Besides the Regional and District Social Education Committees, there are the City Social Education Committees for big cities. These are also composed mainly of non-official members and have non-official chairmen. Government gives a grant of 50 per cent. of the total annual expenditure incurred on the work done by the Committees. At present there are Social Education Committees for the cities of Bombay, Ahmedabad, Poona and Sholapur. The work done by the Bombay City Social Education Committee has deservedly attracted attention of Social Education workers in India and abroad. The other Committees have just begun to work on the lines of the Bombay Committee.

* For comparison.

The Bombay City Social Education Committee was known as the Bombay City Adult Education Committee prior to 4th July, 1949. The Committee has been organising literacy classes since 1938, and has now launched upon its new Ten-Year Scheme, with a view to make nearly seven lakh of Bombay's illiterate adults in the age-group 15-40 literate within a period of ten years from 1947-48. The implementation of the Plan, however, met with certain difficulties and during 1948-49 the Plan was given a new orientation, called the "New Approach to the Ten-Year Plan". The New Approach was put into operation from November, 1948. It aims at ensuring greater efficiency in Social Education work in the city. The Ten-Year Plan provided for 1,780 classes in a Session, whereas the New Approach has a modest aim of 800 classes per Session. The city is divided into eight convenient units, each with a sub-office in charge of an Assistant Literacy Officer. There are also two Deputy Literacy Officers and the Special Literacy Officer, now called Social Education Officer, is at the head of the whole organisation. Each Assistant Literacy Officer is in charge of 100 classes with five part-time paid Supervisors to assist him, the actual teaching in the classes being done by part-time men and women teachers, whose minimum qualification is the Primary School Leaving Certificate. Each class has a maximum enrolment of 25 adult men for men's classes and 20 in the case of women's classes. Local Committees are formed to assist Assistant Literacy Officers in the organisation and supervision of all classes in propaganda and census of literates as well as in arranging cultural and entertainment programmes, which include cinema shows. The tests are conducted by external examiners associated with internal examiners.

The office of the Bombay City Social Education Committee has also been sufficiently strengthened now. There are nine Assistant Social Education Officers, five for Marathi, two for Urdu and one for Hindi and Gujarati classes, being women.

The work done by the Bombay City Social Education Committee during the period and not included in the previous statistics of compact and non-compact areas, is as follows :

Year	No. of classes	No. of adults enrolled	No. of adults made literate	No. of post-literacy classes	Expenditure	Cost per capita
					Rs.	Rs. As.
*1946-47	1,634 (258)	32,261 (4,723)	22,203 (3,055)	205 (32)	1,73,650	6 8
1947-48	2,036 (419)	39,296 (7,086)	19,261 (3,149)	401 (131)	2,10,901	7 5
1948-49	1,873 (440)	40,787 (8,316)	22,950 (4,416)	545 (174)	2,70,777	9 1
1949-50	1,856 (432)	45,821 (10,271)	26,492 (4,908)	618 (214)	3,24,488	8 13
1950-51	1,833 (468)	44,281 (10,273)	26,314 (6,089)	634 (201)	3,00,023	8 6
Totals for 1947-51	7,598 (1,759)	1,70,185 (35,946)	95,017 (18,562)	2,198 (720)	11,06,189	

* For comparison.

Libraries

The library set-up in Bombay State consists of—

(1) The Central Library, the functions of which reside in the Bombay Branch of the Royal Asiatic Society. The Central Library is the copyright library for the State of Bombay.

(2) Three Regional Libraries which are the copyright libraries for the three languages of the State. The Maharashtra Regional Library is run by the Maharashtra Regional Library Committee, Poona, the Karnatak Regional Library is run by the Karnatak Vidya Vardhak Sangh, Dharwar, while the Gujarat Regional Library is run by the Gujarat Vidyapeeth, Ahmedabad.

(3) *District Libraries*:—In 1947-48 and 1948-49 there were 16 District Libraries, but the number rose to 20 in 1949-50 and in 1950-51, all districts except the Dongs, had their libraries. Each library was entitled to a maximum government grant of Rs. 4,000 subject to an equal local contribution.

(4) *Taluka and Peta Libraries*:—Up to March 1949, only 112 of these libraries were recognised, but during 1949-50 their number rose to 163, while in 1950-51, 227 out of 309 *talukas* had their libraries. Each library was entitled to a maximum grant of Rs. 450 *per annum*, subject to equal local contribution.

It may be mentioned that not all district and *taluka* libraries have been able to satisfy the condition relating to 50 : 50 expenditure—only 13 out of 22 district libraries and 128 out of 163 *taluka* libraries were able to do so in 1949-50. In 1950-51, 17 out of 22 district libraries, and 193 out of 227 *taluka* libraries fulfilled the condition.

(5) *Village Libraries*:—In March 1947, 2,222 village libraries were recognised by the Government. It was the endeavour of the Government to open these libraries in all places having Social Education classes. The libraries were paid recurring and non-recurring grants by the Government. The statistics for these libraries during this period are as follows :

Year	New Libraries added	Total No. of Libraries	Grant paid by the Government	
			Rs.	As.
1947-48	502	2,892	48,490	0
1948-49	355	3,247	56,476	0
1949-50	320	3,567	63,665	0
1950-51	256	3,823	61,762	4

Of the 3,823 libraries in 1950-51, 2,017 were in the Maharashtra Region, 468 in the Gujarat Region and 1,338 in the Karnatak Region.

The Government gave the following grants-in-aid to the Central and the Regional Libraries during 1947-51.

Year	Central Library	Gujarat Regional Library	Maharashtra Regional Library	Karnatak Regional Library
(Figures are in thousands)				
1946-47 . . .	30	10	10	10
1947-48 . . .	65	16	19	15
1948-49 . . .	37	13	13	12
1949-50 . . .	37	13	13	12

The total expenditure by the Government on libraries was as follows :

Year	Grant-in-aid	Establishment	Total expenditure
	Rs.	Rs.	Rs.
1948-49 . . .	1,85,324	48,866	2,34,190
1949-50 . . .	2,33,095	57,417	2,90,512
1950-51 . . .	3,36,863	..	..

The following are the relevant statistics of all except the village libraries.

	Books in the Library		Readers		Circulation	
	1949-50	1950-51	1949-50	1950-51	1949-50	1950-51
Central Lib. . .	20,000	20,000	9,139	52,200		
Ahmedabad. . .	33,575	35,296	5,296	5,305		
Poona . . .	28,855	30,337	30,337	61,283		
Dharwar . . .	9,784	10,386	17,897	22,213		
	72,214	76,019	53,530	88,801		
	92,214	96,019	62,669	1,41,001		
District Libraries . .	1,84,024	2,12,152	5,55,586	5,98,678	1,73,895	4,69,509
Taluka Libraries . .	5,22,326	5,33,234	2,89,486	2,98,152	1,52,300	10,67,394
	7,06,350	7,45,386	8,45,072	8,97,830	3,26,195	15,36,903
	7,98,564	8,41,405	9,07,741	10,36,831		

Newspaper and periodical rooms invariably attracted crowds. A large number of libraries also organised lectures, brain trusts, mock parliaments, cinema shows and topical displays. A few libraries in the former Baroda State have radio sets. Though it does not concern our subject, yet it is interesting to note that there are children's corners or children's houses in many town libraries. The total expenditure on libraries in 1949-50 and 1950-51 was Rs. 6,37,326 and Rs. 7,75,365 respectively out of which, as we have noticed, the Government spent Rs. 2,33,095 and Rs. 3,36,863 respectively.

The Central and the Regional libraries have also Library Advisory Boards attached to them. Their functions are :

1. Supervise the working of libraries.
2. Advise Government on matters of policy.
3. Arrange for training of librarians.
4. Promote Library Associations.

As a result of their recommendations the Government agreed to aid four Library Associations (one for Bombay and the other three for the three linguistic regions) and also aid library training. In 1951, three such training classes were run, one each at Poona, Ahmedabad and Dharwar. Government helped the district and *taluka* libraries with fees and stipends for training their librarians.

The Libraries Co-operative Society, Baroda, (the *Pustakalya Sahayak Sahakar Mandali*) is being used for centralized purchase of books, periodicals, library forms, furniture, distribution of Government grants and the publication of library journal in Gujarati. The *Sahitya Sahakar* (society) in Bombay also helps libraries in buying books. It also published a monthly journal after its own name, which is acknowledged by the Maharashtra Library Association as their publicity forum.

There were no circulating libraries in the State except in Bombay city, where class circulating libraries were first started in 1949-50. 53 boxes, each containing about 50 books written in easy language and printed in big type on popular subjects, were distributed to Post-Literacy classes. Of these 14 boxes were of Hindi, 16 of Marathi, nine of Gujarati, 12 of Urdu and two of Telugu books. The boxes remained with a class for two months. The total number of books in these circulating libraries was about 2,200 and the total expenditure on them during the year was Rs. 2,600. The libraries proved very popular.

The Government of Bombay also tried to help the Library Movement in the State in other ways. For example, in 1949-50, a grant of Rs. 1,000 was paid to Charotar Education Society, Anand, for its library activity. The Labour Department opened some reading rooms, and also started circulating library posts in labour areas.

The Regional Library Boards were set up in 1948-49. They began to function in 1949-50. However, not much work was done by them during this and the next year.

Audio-Visual Education

The Bombay Government installed radio sets in some *taluka* places and other big villages and made arrangements for broadcasting stories, dialogues, songs, etc., for rural adults through the Bombay branch of All India Radio. The Branch had daily features of village broadcasts in the programme in the different languages of the State. Special programmes were also arranged during the Social Education Weeks.

The Government of Bombay greatly expanded their visual education programme in 1947-48 and distributed films for use of adult education classes as well as to Labour Welfare Centres. During 1948-49, the Department produced six educational films and held visual aid exhibitions at Poona, Bombay and Bijapur. The Department enabled Bombay Municipal Corporation to give 65 film shows through the propaganda van of the Corporation. During 1949-50, six more films were produced and exhibitions were held at Ahmednagar, Belgaum and Surat.

The Bombay City Social Education Committee also expanded its visual education work after 1947. The figures for the four years are as follows :

Year	Cinema Shows	Films shown
1947-48		
1948-49	40	25
1949-50	79	16
1950-51	136	..
	389	..

During 1948-49, the Committee acquired its own fully equipped mobile van through the generosity of an industrialist. A second van was also donated to the Committee next year, so that at the end of the period it had two mobile vans. During 1948-49, the Committee began to build its own film library, which had 15 films by 1950-51. Each film show was attended by about 1,000 to 1,500 adults.

Cultural Programmes

In order to make the Social Education work interesting attempts were made to add recreational and cultural activities such as *bhajans*, dialogues and discourses to the work of social education classes. All Special Officers were supplied with gramophones and educative records. This helped to transform the Social Education classes into real Community Centres, where the adults could gather together and learn about health, modern agricultural methods, civic duties with and through the recreational activities. Special cultural programmes were also held

by the Bombay City Social Education Committee. During the year 1948-49, 60 such programmes were arranged, during 1949-50, 200 and in 1950-51, 419 such programmes were arranged. The Committee also arranged during 1950-51, 19 excursions. The programme during the excursions consisted of sight-seeing, games, sports songs and communal meals. Opportunity was availed of to give the adults talks on the historical and geographical background of the places visited. Besides bringing adults nearer one another, these programmes developed qualities of leadership and organisation among them.

Training of Workers

The Government of Bombay has been holding regular training courses for Adult Education workers in the Training Colleges of the State. The courses last a fortnight and each worker is paid Rs. 20 as Stipend which he has to refund if he does not make literate at least ten adults after getting his training. During 1947-49, 690 workers got trained and during the next two years 500 and 400 workers respectively were trained at a cost of Rs. 10,500 and Rs. 8,600 respectively. Similar courses were also held by the Regional Social Education Committees. In 1949-50 the Karnatak Regional Social Education Committee held courses at three centres and trained 101 workers at a cost of Rs. 2,155. In 1950-51, the Gujerat and Karnatak Committees gave courses at 12 centres, training 700 workers at a cost of Rs. 14,900.

In 1948-49, the Educational Adviser to the Bombay Government held a series of consultative meetings with the Regional Social Education Committees and worked out syllabuses for the training of workers and for short-term refresher courses for Special Officers. The syllabuses thus evolved were adopted for the training courses held from 1949-50 onwards.

The Bombay City Social Education Committee also held training classes according to need. In 1947-48 the Committee deputed its Assistant Literacy Officer for getting training courses organized by the Delhi Adult Education Association at Delhi in May 1947. In March 1948, it organised a short course of ten days for training Telugu teachers. 70 teachers took advantage of this course. In October 1948, the Committee organised training courses at five centres according to languages. It was attended by 506 teachers of whom 481 appeared for the test and 366 passed. It also conducted a week's training course for Adult Education workers of the G.I.P. Railway in February 1949. The course was attended by 75 teachers.

During 1949-50, the Committee evolved a novel plan which combined training for teachers with the regularity of work for the adults themselves. The four-months literacy course for adults was divided into eight detailed courses, each to be completed in a fortnight. Every fortnight a meeting of about 100 teachers working under each Assistant

Social Education Officer was held and the course for the ensuing fortnight fully discussed, so that the teachers obtained the necessary information regarding matter and method of the course concerned. The Assistant Social Education Officers and the Supervisors saw that every class completed the course prescribed for each fortnight as far as possible. Otherwise, both the teachers and the classes had to work overtime to complete it in time.

Publicity Conferences

In July 1948, the Educational Adviser, Mr. K. G. Saiyidain, called a two-day conference of officials and non-officials intimately connected with the Adult Education Movement in the State. Four recommendations of this Conference, which the Government of Bombay later implemented to some degree, are worth noticing. Firstly, the Regional Committees were empowered to speed up Social Educational work and propaganda by conducting a monthly magazine, by organising rural meetings at *Melas*, by organising refresher courses and by appointment of local organisers. Secondly, it was decided to form District Committees in order to assist Regional Committees in propaganda and supervision. We have already seen that District Committees were set up subsequently in each region. Thirdly, the Conference recommended that educational institutions must (compulsorily) do some Social Education work. Primary Schools should run one Centre each and Secondary Schools two educational institutions compulsory. Fourthly, the conference recommended awarding merit certificates by the Government to workers and institutions.

The Educational Adviser also called meetings of a Consultation Committee, consisting of the Chairman and the Secretaries of the Regional Social Education Committees and the Deputy Director of Public Instruction in charge of Social Education. The meetings were held regularly during the period.

Social Education Days were celebrated all over the State during the period. Members of Regional and District Social Education Committees, voluntary agencies, staff and students of Primary and Secondary institutions, Inspecting Officers, Special Officers and other Social Education workers participated in the celebrations and tried to make them attractive and beneficial to the masses.

In order to mobilise public opinion in favour of Social Education, rallies were arranged at some places in the State. During 1950-51, rallies on very large scale were arranged at Bijapur, Ahmednagar, at Sakri in West Khandesh and at Mahud in Sholapur District. The Bombay City Social Education Committee also observed Social Education Weeks

as usual. Through box collections, sale of tickets and exhibitions it collected money from the public on the occasion of each Social Education Week. The figures of net income from these Weeks are as follows :

Year	Receipts Rs.
1947-48	15,000
1948-49	51,000
1949-50	50,000
1950-51	59,000

The Bombay City Social Education Committee held exhibitions on various occasions during 1949-50. The exhibitions consisted of the Committee's posters, charts, photographs, books and propaganda material of Social Education.

Social Education Literature

As stated earlier, each of the Regional Social Education Committees as well as the Bombay City Social Education Committee conducted Social Educational magazines. The Maharashtra Social Education Committee conducted *Lok Shikshan*, the Karnatak Committee, its monthly *Prakash*, and the Gujarati Committee, its bi-monthly *Lok Jiwan*. It also assisted *Ajavalium*. The Bombay City Social Education Committee issued its fortnightly *Saksharata Deep*. The Bombay Government, as well as the Bombay City Social Education Committee, purchased copies of the Urdu fortnightly *Rehbar*, edited by Mrs. Kulsum Sayani, for Adult Education classes. In 1947-48, and 1948-49 the Government gave a grant of Rs. 1,000 in lieu of the 500 copies of the magazine. Officers of the Department were also directed to buy copies of *Saksharata Deep* and *Ajavalium*, for their literacy classes.

The Gujarati Social Education Committee also published two pamphlets, *Bhathu* (collection of prose pieces), and *Samaj Sikhsha Mahati* (information about social education). It selected some publications of the Charotar Education Society, Anand, for Social Education classes and 100 sets of *Sarvopayogi Sahitya Sreni* published by the Sasta Sahitya Karyalaya. The Karnatak Committee published during the period three booklets, one manual of instruction for Social Education workers, one pamphlet on Civics, six folders (translations of talking points on Social Education Syllabus compiled by the Educational Adviser, Bombay), five educational posters, and one alphabetic chart. It also made three sets of magic lantern slides.

The office of the Educational Adviser also published 14 folders for the use of Social Education teachers. It also prepared a list of gramophone records suitable for use in Social Education Centres.

During this period, the Bombay City Social Education Committee also produced nine films. It had produced 34 items of social education literature in Marathi, Hindi, Urdu and Gujarati by 1949.

Social Education of Special Groups

The Social Education Committees in Bombay State have been giving special attention to the education of women. Government also sanctioned a special scheme of Home Classes for the spread of literacy among women. Under the scheme, boys and girls of the primary standards are encouraged to teach women in the neighbourhood. The boys and the Headmaster of the School and teachers guiding the pupils get some payment for this, on a *per capita* basis. The Regional Social Education Committees are trying to implement the scheme.

In May 1948, the Bombay City Social Education Committee started Social Education Classes in the Arthur Road Jail. It was intended to (1) show documentary education films to convicts at least once a week; (2) give weekly talks on social subjects by eminent people; and (3) install radio sets in jails to broadcast regular radio programmes. Three classes were also opened, one for women and two for men, for Government House servants. Early in 1949, a scheme for education of workers in mills was drawn up. The Mill Owners' Association sponsored this scheme. It has been possible to open Social Education classes in some factories and negotiations are being carried on with the Mill Owners' Association to draw it into this work. The Labour Welfare Department has appointed Workers' Literacy Boards at four industrial towns and these Boards are also opening literacy classes for the workers.

Adult Education at the Higher Level

The Bombay Presidency Adult Education Association is doing useful work in this direction in Bombay City by arranging popular lectures on various subjects by well known persons. The Government give annually a grant of Rs. 1,000 to this Association.

Certain Difficulties

We have described above the efforts of the Bombay Government for educating the masses. The Government, however, met with several difficulties in the way of implementing their schemes of Social Education. In the first place, the era was marked by a low economic capacity of the people, which was worse in the rural areas. Again, in the rural areas, pre-occupation of the people in the harvesting season and also their chronic apathy to educational and cultural efforts are further handicaps to be overcome. Added to this is the lack of trained personnel in the field of Social Education. Again, lack of proper light, seating arrangements, improper sanitation, extreme heat during summer and troubles from rains and monsoon also hinder regular attendance. Then,

there are the social handicaps which are so detractive in rural as well as urban areas, such as marriages and religious festivals. Social Education workers in the State of Bombay have tried to overcome these handicaps. Specially have they tried to break the monotony of work in the Social Education Centres by transforming them into Community Centres where recreational and cultural activities are mingled with educational activities. In Bombay city, the officers themselves go to *chawls* and personally persuade the adults to attend classes. They also contact members of the *Chawl* Committees and take their help.

Expenditure

The Bombay Government incurred the following expenditure on Social Education work during the period:

Year	Amount spent in Rs.
1946-47	3,23,948 (for comparison only)
1947-48	4,84,825
1948-49	8,10,873
1949-50	14,30,000
1950-51	14,00,000

The expenditure may be compared with the total State Budget and the State Budget for education during 1950-51 which were as follows:

	Rs.
(1) The total State Budget (ordinary)	69,76,56,000
Post War Reconstruction	23,34,06,000
(2) State budget for education	12,37,36,000
Post War Reconstruction	3,08,29,000

This expenditure includes the contributions of Government to the Bombay City Social Education Committee.

It will be interesting to review the break up of expenditure in the Budget of the Bombay City Social Education Committee.

Year	Office Establish- ment	Literacy Classes	Post Lite- racy Classes	Miscel- laneous
1947-48	17.2	64.5	11.6	6.7
1948-49	27	49	11.5	*12.5
1949-50	†26.5	45	16	*12.5

* This includes non-recurring expenditure on mobile vans.

† This includes the increase of salaries from Rs. 10 to 15 for the literacy teachers and Rs. 10 to 20 for post-literacy teachers.

CHAPTER 6

MADHYA PRADESH

Introduction

The area of Madhya Pradesh is 1,18,710 sq. miles. Its population in 1951 was 2,12,47,533 of which 86.5 per cent. were illiterate. The State has 130 towns and 44,992 villages.

Madhya Pradesh (formerly known as the Central Provinces and Berar) was left almost untouched by the Adult Education Movement which swept India in the late thirties. At the beginning of the post-Independence era we find in the State as a mere pretence of Adult Education, 15 Centres, run by teachers in the Local Board Schools and attended by 500 adults. Each Centre received an annual grant of Rs. 35 and Rs. 5 p.m. as contingencies. The classes went by no syllabus beyond the barest of the three R's. It is not known how many of these 500 adults acquired even a modest control over the alphabet. It is, however, not difficult to say that whoever did this, he soon lost it, since there was no follow-up, for the 134 village libraries in the State, of which 88 received a total annual grant of Rs. 130, were as lifeless as the Adult Classes themselves.

The achievement of Independence enlivened the idealism of the people in the State as all over India, and Government planned a scheme of Social Education with a magnitude unique in India.

Between January and March 1948, the Deputy Director of Public Instruction, in charge of Social Education as well as an Educational Publicity Officer were appointed and the necessary clerical help acquired. With the help of this personnel detailed plans were worked out and the scheme launched from 1st May, 1948.

The Scheme

For working out the Plans, three Advisory Bodies were constituted, viz.—

1. Provincial Advisory Board of Social Education,
2. The Committee for Social Education for Citizenship, and
3. The Committee for Social Education for Enlightenment.

The two later Committees considered the details of the Social Education programme in their meetings held on 19th and 20th February, 1948. These were finalised in a meeting of the Provincial Advisory Board held on the 20th March, 1948.

The main features of the scheme thus worked out were as follows:

1. Provincial Advisory Board of Social Education.

The Board was to be constituted every five years to advise the Government regarding all matters concerning the planning of the programme of Social Education. It was essential for the Board to meet at least once a year. The Board was named 'The Direction Centre'.

2. This Board was assisted by two permanent Committees which, together, constituted the 'Nerve Centre'—the Committee for Education for Citizenship and the Committee for Education for Enlightenment. These Committees were required to meet more frequently and their function was to advise the Advisory Board in matters relating to policy and its implementation.

3. As the scheme began to be put into operation, the above Committees were put into the shade by the administrative set-up, comprising the Administrative Centre and the Executive Centre of the original Plan. The Administrative Centre was fortunate in the three top men, namely, the Home Minister, Shri D. P. Misra, the Director of Public Instruction and later Secretary to the Government of Madhya Pradesh, Education Department, Dr. V. S. Jha, and Deputy Director of Public Instruction for Social Education, Shri A. R. Deshpande. The present pattern of Social Education work in Madhya Pradesh is due largely to these three men. The Administrative and the Executive Centres will be described later on in detail.

4. From the start, the Social Education Scheme in Madhya Pradesh made conscious preparation and set up the requisite organisation for the production of social education literature. This was named the "Creative Centre" as envisaged in the original Plan, it had four functions :

- (i) to run a Monthly Magazine,
- (ii) to publish a Weekly Bulletin,
- (iii) to bring our reading material for adults, and
- (iv) to produce films.

During the period under review the Centre could not produce any films. However, a very good library of films was established. Further, in actual practice, the Creative Centre became a part of the administrative set-up of the Social Education Department in the State.

5. Teachers, students, volunteers, clubs, societies and study circles, etc., were envisaged as the agencies of Social Education. In the original scheme each teacher was required to show that at the end of an academic year he has taught two illiterates and enabled them to acquire Social Education Certificates. He was to be paid Rs. 2 for every man and Rs. 5 for every woman made literate. Again, every student in schools

and colleges who appeared for any public examination was required as a condition of admission to the examination to produce certificates of having made two illiterate men literate. In the actual working of the scheme, however, two agencies only were relied upon, *viz.*, paid teachers and volunteers.

The original scheme also envisaged a Training and Research Centre which, however, did not materialise during the period under review.

Voluntary Agencies

Though the Social Education Scheme in Madhya Pradesh has been completely dominated by the Government, yet the latter have always encouraged the growth of voluntary organisations. Social Education Associations were formed at Nagpur and Jabulpore in 1948-49. During the period they did valuable work in propaganda. Later on, they extended their activities to the surrounding rural areas as well by arranging cultural activities such as dramatic performances, recreation, etc. Further, Social Education Committees were formed at each Social Education Centre and District Associations were also encouraged.

Administration

The whole administrative set-up for Social Education work in the State as it developed till March, 1951, was as follows :—

1. Administration and Publicity—
 - One Deputy Director of Public Instruction (Social Education).
 - One Education Publicity Officer.
 - Two Head Assistants.
 - Four Upper Division Second Grade Clerks.
 - Seven Lower Division Clerks.
 - Two Stenographers.
 - One Accountant.
 - One Daftry.
 - 12 Peons.
2. Section for the Production of Literature—
 - Two Sub-Editors.
 - Two Writers.
 - Two Upper Division Second Grade Clerks.
 - Two Lower Division Clerks.
3. Art and Statical Section—
 - One Chief Artist.
 - One Assistant Artist.

4. Audio-visual Units—
 Four Field Officers.
 Four Operators.
 Six Mechanical Operators.
 Four Cleaners.
5. Divisional Administration (not yet implemented)---
 Four Organisers.
 Four Head Clerks.
 12 Lower Division Clerks.
 Four Daftries.
 Eight Peons.
6. District Administration—
 22 Additional District Inspectors of Schools.
 44 Assistant D.I.Ss.
 22 Lower Division Clerks.
 80 Peons.
 22 Drivers.
 22 Operators.
 22 Cleaners.
 14 Assistant District Inspectresses of Schools.
 22 Accountants.
 (Madhya Pradesh 22 Districts in its jurisdiction.)
7. Radio Section—
 One Radio Engineer.
 Eight Radio Assistants.
 Eight Radio Mechanics.
 40 Battery Attendants.
 One Accountant-cum-Store Keeper.
 One Lower Division Clerk.
 Ten Peons.
8. Field Work—
 750 Social Education Teachers (at Rs. 58 per mensem).

The Social Education Course

At the beginning the entire pressure of work was for remedial education. Gradually, however, the conception of Social Education, though it existed in theory even originally, was broadened in its practical aspects to include such items as Rural Reconstruction.

The main Social Education work in Madhya Pradesh was carried through three types of courses confining themselves to persons in age-group 14 to 40—Summer Courses (Camps), Monsoon Courses and Winter Courses.

The Summer Course was conducted through camps at selected villages for five to six weeks from 1st May to the middle of June every year with the help of volunteers drawn from teachers, students, and educated men and women. Arrangements for their boarding and lodging were made by Government. Rewards at Rs. 2 per man and Rs. 3 per woman made literate were given.

Every Social Education Camp had Camp Organiser and 10 to 20 volunteers under him. The volunteers were required to conduct Literacy Classes as well as carry out an all-round programme of village reconstruction. A *Handbook of Summer Camps of Social Education* and a pamphlet styled *How to treat and teach the Adult Illiterate* were prepared and issued by the Department for the guidance of volunteers.

The Monsoon and Winter courses run from 1st July to 30th November and 1st December to 30th April (next year) and were conducted by part-time teachers who received an honorarium of Rs. 5 per mensem and is in the case of Summer Camps a reward of Rs. 2 per man and Rs. 3 per woman whom the teacher enables to pass the examination.

All materials like blackboards, sheets, books, and kerosene oil was supplied to the Centres by the Government free. Rs. 5 per mensem was also provided for each Centre for contingencies.

At the end of each course there were examinations. Suitable literature was distributed free for the benefit of neo-literates. Audio-visual education was also imparted.

Statistics for the three courses during the years 1948-51 were as follows :—

Summer Course.		Camps (1st April to mid-June)				Enrol- ment	No. of persons passing Literacy Test
Year		No. of Places	No. of volunte- ers	No. of Classes			
1948	. .	451	7,377 (1,901)	4,838 (1,673)	1,17,063 (38,587)		62,198 (20,924)
1949	. .	531	8,234	8,275 (2,850)	1,93,029 (68,196)		1,24,564 (43,757)
1950	. .	483	7,212	7,489 (2,359)	1,96,055 (63,015)		95,494 (31,441)
TOTAL	. .	1,465	22,823	20,602 (6,882)	5,06,147 (1,69,798)		2,82,256 (96,122)

Before 1950-51, Summer Camps were held only in villages which had schools and villages that were connected by road. But that year they were held in villages which had no schools and which were remote from roads. The work was done in a group of neighbouring villages and the volunteers were sent to these villages for conducting classes and for other work.

(2) *Monsoon Course.*

(1st July to 30th November)

Year	No. of Centres	No. of teachers	No. of classes	Enrolment	No. of persons made literate
1948 . . .	1,983	4,735	4,735 (511)	84,602 (15,942)	39,408 (6,397)
1949 . . .	4,398	8,210	8,284 (1,150)	1,84,347 (32,422)	92,134 (16,300)
1950 . . .	3,645	5,451	5,522 (690)	1,23,240 (20,868)	48,420 (8,233)
TOTAL .	10,026	18,396	18,541 (2,351)	3,92,189 (69,239)	1,79,962 (31,030)

(3) *Winter Course.*

(1st December to 30th April)

1948-49 . . .	4,045	8,004	7,905 (910)	1,67,588 (21,144)	82,688 (12,533)
1949-50 . . .	4,987	8,212	8,369 (1,403)	1,93,701 (46,151)	94,780 (24,730)
1950-51 . . .	3,535	4,721	4,823 (487)	1,06,033 (16,362)	*
	†12,567	20,937	†21,097 (2,800)	†4,67,322 (83,657)	†1,77,468 (37,263)

The total statistics for three years are as follows:—

Year	No. of classes	Enrolment	No. of persons made literate
1948-49 . . .	17,478 (3,094)	3,71,253 (75,673)	1,84,294 (39,854)
1949-50 . . .	24,928 (5,403)	5,71,077 (1,46,769)	3,11,478 (84,787)
1950-51 . . .	†17,834 (3,536)	4,25,328 (1,00,245)	1,43,914 (39,774)
TOTAL .	60,240 (12,033)	13,67,658 (3,22,687)	6,39,686 (1,64,415)

* The results of these classes were out in May 1951 and will therefore be included in the year 1951-52 Report.

† These totals exclude the 1950-51 (Winter classes).

‡ Excluding the 1950-51 winter course figures.

Follow-up Work

Study Circles and Libraries are necessary for keeping up literacy. The Government of Madhya Pradesh has not so far devoted necessary attention to these elements. However, they took certain steps to see that the neo-literates do not relapse into illiteracy. The adults who passed the Certificate Examination were encouraged to join the Social Education Committees at their Centres which were responsible for carrying out follow-up activities. The State provided plans, guidance and even financial help to a certain extent. Alphabets and numerals were written out on village walls. Social Education slogans were also written in bold letters on the walls of village houses. Reading and Writing Clubs were also started.

In villages where Social Reconstruction work was taken up a number of newspapers and magazines were subscribed to and important news items written in bold letters on the blackboard placed outside the Community Centres so that neo-literates may read. Useful information appearing in magazines and newspapers was read out to neo-literates and important points explained.

Further Education

The further education of adults was promoted through cultural activities and rural reconstruction work. Local Social Education Committees arranged programmes of *Kirtans* and *Pravachans* and staged dramas. The folk dramas of 'Dandhar' and 'Tamasha' were pressed into the service of Social Education. The State Government provided facilities of lighting and public address system of the Social Education vans, and the Social Education staff gave guidance and training to village recreation parties.

Though rural reconstruction is not strictly speaking Social Education, yet it is a consequence of it and is creative of conditions favourable to Social Education. It is, therefore, not out of place to remark here that the Social Education Department of Madhya Pradesh, had, from the very beginning, given much attention to rural reconstruction work. The names of such villages as Pandhurna, Chincholi, and many others are well-known to those acquainted with Social Education work in Madhya Pradesh. During 1950-51 Rural Reconstruction work was being carried on in 255 villages of the State.

Training

The Government held, every year, in the last week of April, as stated earlier, training courses for Organisers of Camps of Social Education. These courses enabled the Camp Organisers to organise Camps successfully and conduct numerous activities mentioned in the *Handbook of Summer Camps*. Field Officers helped in the organisation of these training courses.

The Government also organised Seminars for training its Administrative Officers. One such Seminar was held from 6th to 13th November, 1948. All Gazetted Officers who had to do with the implementation of the scheme attended the course. Lectures on subjects connected with Social Education were arranged and Seminars held on administration and organisation of Social Education, production of literature, training of workers, curriculum, methods of teaching and psychological and sociological basis of Social Education. Lectures of experts were arranged on subjects such as rural cattle and dairy development, role of *Panchayats* in villages, backward area welfare scheme, Co-operative Movement in villages, organising college students for Social Education, village housing, compost making, methods of propaganda and publicity in Social Education, Social Education for urban labour, organising village arts and crafts, village sanitation, forest development, *Janapad* organisation and international affairs. No Seminar was held in 1949-50 but in 1950-51 another Seminar for Administrative Officers was held from 25th to 31st October, 1950. It was attended by 22 District Inspectors of Schools, 22 Additional D.I.S.'s, seven District Inspectresses of Schools, eight Divisional Superintendents of Education, three Inspectresses of Schools and by officers at the headquarters of the Director of Public Instruction. All the problems that arose within the previous year were discussed in the Seminar and the future course of action chalked out.

An exhibition of significant activities in each district was also arranged. Each district presented a paper on significant features of the activities in it and the difficulties experienced.

Libraries

The Government of Madhya Pradesh left the organisation of libraries to voluntary effort. In some cases Social Education Committees raised subscriptions to provide libraries for themselves. Bhandara District took the lead in 1950-51 and established ten circulating sets. Akola District collected Rs. 3,000 for the same purpose. Other districts also made similar efforts.

Audio-Visual Education

The education of the masses through the media of mass communication, especially the screen and the radio, was envisaged in the original scheme. It was intended to have a fully equipped mobile van for each of the 22 districts of the State and four vans for the Centre. In 1948-49 a pilot model of such a van fitted with a 16 m.m. projector, epidiascope, gramophone, filmstrip projector, public address system, electric generator, etc., was got prepared and order placed for 25 vans. By the end of March 1951, the construction of 26 vans completed and each district given a Social Education van.

From 1949 onwards the Social Education Department began to build up a Library of Films, and by the end of March 1951, it had a Film Library of 340 talking films, 107 silent films, 101 filmstrips, and 743 magic lantern slides. A set of eight films, six filmstrips and a box of magic lantern slides was supplied to each District Social Education van. These were continuously changed by fresh issues from the library.

On an average, 15 film shows were given in a month by each Social Education van. The audience averaged from 1,000 to 5,000. At the time of fairs, *melas*, exhibitions the audiences were large. The vans also helped to arrange cultural activities like dramas, songs, etc. These vans became so popular that some of the villages constructed approach roads to enable the vans to reach them.

Radios

In 1948-49 the Social Education Department drew up a plan to allot a radio set to selected villages or small towns which were successfully carrying out the Social Education programme. The set was to be installed at a prominent place in the village or town. The radio set as well as service for maintenance, repairs and charging of batteries was to be given free. The plan contemplated the establishment of numerous battery charging stations and a Radio Workshop.

In 1950-51, 780 sets were purchased and the plan was put into operation by installing these in villages which were doing good Social Education work and where *Gram Panchayats* either existed or were likely to be established. The expenditure on transport of batteries was borne by *Gram Panchayats* or the Social Education Committees concerned, while the expenditure for re-charging of batteries and servicing of the sets was made by the State Government.

A Radio Engineer was in-charge of the technical side of the plan. He was assisted by eight Radio Assistants, posted at the Headquarters of each Educational Division. Each Radio Assistant had under him one Radio Mechanic and a number of Battery Attendants according to the size of his charge.

It will be interesting to note that the Madhya Pradesh experiment is against wet-batteries because experience has shown that it is difficult to manage them in areas which are inaccessible by roads and long distances from battery charging stations. It was, therefore, later proposed to purchase dry battery sets to serve the needs of inaccessible areas.

Though radio sets proved very popular in villages the Department had not been able to give to the people the full benefit of the scheme due to certain limitations. Firstly, the timings of the rural broadcasts did not suit the villagers. Secondly, the talk programmes were linguistically unsuited to large aboriginal population. Thirdly, the All India Radio, Nagpur, was too weak to cover the entire programmes for the State.

Social Education Literature

From the very beginning of the scheme the Government of Madhya Pradesh concentrated on production of literature as an integral factor in the education of masses. It has produced Social Education literature in quality and quantity which constitutes a distinctive contribution not only to Social Education in India, but also to the literatures of Hindi and Marathi, the two languages of the State.

At the very beginning of the launching of the Scheme, Pandit Dwarka Prasad Misra, Minister-in-charge of the Scheme, appealed to literary men and women to help in the production of Social Education literature. As a result of the appeal, numerous manuscripts were received and the publication programme was regularly taken up from 1949-50. 30 pamphlets and folders were published that year while six folders, eight pamphlets and four talking points were published in 1950-51—all in both the languages of the State—Hindi and Marathi.

A fortnightly journal *Prakash* (for Social Education workers and adults) was started in October 1948. The journal was issued in Hindi and Marathi and copies were distributed throughout the State. 12 issues of the journal came out during 1948-49. It was, however, later discontinued and its place taken by the monthly *Dipak*, eight numbers of which were published in 1949-50 and six in 1950-51. The number of copies published in 1949-50 both in Hindi and Marathi, totalled four lakh, while in 1950-51, 50,000 copies in Hindi and 40,000 in Marathi of each number were published and distributed free to Social Education Centres.

The Social Education literature published by the Government of Madhya Pradesh is despatched regularly to Additional D.I.S. of each district who send it to Social Education Centres in their respective districts. The Reading Clubs, Social Education Committees and the part-time teachers see to it that they are read by the adults.

Expenditure

During the years 1947-51, Government spent the following sums on Social Education work:

Year	Rs.
1947-48	2,25,089
1948-49	16,10,052
1949-50	32,47,071
1950-51	26,05,550
TOTAL	<u>76,87,762</u>

It will, perhaps, be interesting to note that the budget provision for Education in general in 1949-50 was Rs. 3,94,80,000, while in 1950-51 it was Rs. 3,19,84,000. Thus the expenditure on Social Education was approximately $7\frac{1}{2}$ per cent. and $8\frac{1}{8}$ per cent. of the total expenditure on Education in 1949-50 and 1950-51 respectively. The total State Budget in years 1949-50 and 1950-51 was Rs. 24,92,50,000 and Rs. 20,30,60,000 respectively.

CHAPTER 7

MADRAS

Introduction

The area of the State is 1,27,768 sq. miles and the population in 1951, was 5,70,16,002 out of which 80.7% were illiterate.

The State of Madras remained untouched by the 1937-42 Adult Education Movement. The Government at that time was of the opinion that the best remedy for illiteracy lay in the expansion of the programme of primary education. No doubt, there were night schools here and there, but they were ephemeral. During the war, the Government actually discouraged these schools. The achievement of Independence, however, brought in a Government with a different scale of values and consequently, in 1948, it drew up a five-fold scheme of education comprising:

- (a) Adult literacy schools for liquidating illiteracy among adults.
- (b) Training of teachers.
- (c) Citizenship training.
- (d) Rural colleges.
- (e) Visual education.
- (f) Training camps for social service workers.

Items (c), (e) and (f), as conceived by the Madras Government, pertain to training secondary school teachers and the introduction of visual education in secondary schools. They are, therefore, outside the scope of Social Education as conceived in the present Report. However, Government of Madras developed in 1950 the visual education programme for the adults. In 1948, they enacted a legislation for the establishment of public libraries in the State and the organisation of a comprehensive library service in its rural and urban areas. Thus, the Madras Government's Social Education Scheme has the following major elements :

- (1) Adult literacy schools.
- (2) Training of teachers.
- (3) Rural colleges.
- (4) Audio-visual education of adults.
- (5) Libraries.

The progress of Social Education in Madras during 1947-51 will be discussed under these heads.

Adult Literacy Schools

These schools admitted adults between 13-40. As originally conceived the duration of the courses at these schools was three years. Out of this, the first year was to be devoted to literacy. Instruction was to continue for two years more to enable them to read a newspaper with comprehension. As the news in a newspaper covered all subjects, this meant a comprehensive education in all matters relating to the welfare of the individual as well as the state.

Later, however, a modification was introduced and the schools were authorised to give two types of courses :

(1) Social Education courses of four months' duration to cover the literacy portion and as much as possible of the rest of the syllabus for the first year.

(2) Intensified Social Education courses as per the entire syllabus for three years.

It may be mentioned that on 31st March, 1951, almost all adult schools were running the first-year course and mostly the four-month Social Education course. The Madras Government intended to revise the courses to bring its duration down to one year.

The teachers in adult schools were mostly part-time teachers who should have passed Form III or Standard VIII of public examination of the Madras Government.

The number of schools and the results achieved by them during the three years is given in the following table :

Year	No. of Schools or Centres	Enrolment	Persons passing the first year course, or four months' course	Expenditure Rs.
1948-49	21	..		4,200
1949-50	481	13116	10353	36,000
1950-51	1678	34256	31352	97,964 2,554 (non-recurring)

Note:—The non-recurring item includes books and charts at a cost not exceeding Rs. 14 per school. In 1950-51 these were supplied to the schools.

The trained teacher got Rs. 8 p.m. as his pay and Rs. 4 p.m. for lighting and other incidental charges. An untrained teacher got Rs. 5 p.m. and Rs. 3 p.m. respectively.

Training of Adult Education Teachers

The Government arranged, according to need, six-week training courses. Only persons who had passed Form III or Standard VIII were given instruction in adult psychology, methods of teaching adults on the Laubach's Quick Literacy Plan, preparation and use of charts and reading sheets and in the methods of imparting general knowledge. They were also trained in the use of magic lanterns and in organizing village libraries and clubs.

All those who took this training were paid a stipend of Rs. 33-12-0 each for the entire course of 45 days.

Separate training courses were organised for women.

In this way 1,558 teachers were trained as follows:

Year	Men	Women	Total
1948-49			
1949-50	548	..	548
1950-51	649	110	759
	121	130	251
TOTAL	1,318	240	1,558

Rural Colleges

These colleges were designed to improve the general and technical knowledge of adults with limited education, that is to say, those who had passed Form III or Standard VIII and were of 18 years of age.

No utilitarian value, however, was attached to the colleges. The course was for a continuous period of two years divided into six terms and each term had 60 working days or sessions. Each day or session comprised two periods of a total duration of one hour and 45 minutes. Out of this, 80 minutes were devoted to talks or lectures and 20 minutes for discussion with an interval of five minutes between lectures. Instruction in regional language was given in History, Geography, Economics, Co-operation, Political Science, Sanitation and Everyday Science. Women were given instruction in the additional subjects of food, nutrition, clothing, home-craft, mother-craft and the care of the pre-school child.

Each college had a full-time manager or organiser with at least a higher elementary teachers' certificate. Non-teachers with higher qualifications could also be appointed as managers. The colleges had only part-time lecturers and it was intended ordinarily that there would be one lecturer for each subject. They were required to be graduates qualified in their respective subjects. Medical and Health Officers, Lawyers and other professional persons, agricultural demonstrators and other specialized teachers were also eligible for appointment as lecturers. The lecturers were paid at Rs. 3 per lecture.

Students were charged nominal fees. Those, who took the complete course, paid Re. 1 per term or Rs. 3 a year. Those who took the course in a particular subject only, paid Re. 1, when the total number of lectures on the subject did not exceed 20, Rs. 2 when they did not exceed 40 and Rs. 3 where it exceeded 40.

After the completion of the course of every subject or at the end of the term there was a test and at the end of two years, there was a comprehensive test. These tests were conducted by Government and a small fee was charged for these from the candidates. Successful candidates were awarded certificates of having passed the course in a particular subject or the entire course.

Rural colleges could be run by Government or private agencies. The latter were eligible for grant-in-aid not exceeding two-thirds of the approved net expenditure for the preceding financial year, provided they followed the prescribed course and maintained the prescribed standard.

Eight Rural Colleges were opened in 1949-50 and two more were started in 1950-51. Out of these ten colleges, seven were for men (three Government colleges and four aided colleges) and three for Women. The latter functioned under the administrative control of Women's Welfare Department. 228 scholars were studying in the eight Rural Colleges in 1949-50, the average attendance being 198. In 1950-51, 270 students were studying in the ten Colleges. In both the years, 78 of the students were in women's colleges. None of the students had completed the course by March, 1951.

Students' Camps

Students in arts and professional colleges were asked to form a Social Service League with the object of making people literate in the quickest possible time. It was intended that the League would organize Social Education Centres and encourage members to do adult literacy work in villages individually and in groups during vacations and also organize training courses in quick methods of adult literacy for its members.

An intensive training course in adult literacy methods was given in 1950-51 to a batch of college lecturers who were in turn expected to organize Students' Social Service Leagues in their colleges. A training course in adult literacy was also given to student volunteers in one of the university headquarters. University students were also expected to organize college students' settlements by the arts and professional colleges deputing their best student volunteers to work in a village for a period of 40 days in order to improve general sanitation and to bring about literacy among adults. These camps would be subsidized by the Government.

During 1950-51, eight such camps were organized at eight different colleges in the State.

Audio-Visual Education

The Madras Government utilized a part of the grant-in-aid given by Government of India in 1949-50 for equipping five mobile units with 16 m.m. projectors, generators, loud speakers, gramophones and gramophone records. These vans were put on the roads in November, 1950. A Propaganda Deputy Inspector was in charge of each van. He prepared his programme in advance and generally concentrated his activities in compact areas where there were a good number of Adult Literacy Centres. Propaganda lectures and educational film shows were given for the benefit of the illiterate. During 1950-51, 333 such lectures were delivered by the Propaganda Deputy Inspectors. The mobile units made 198 trips in which they showed 1,069 films to audiences estimated at 5,37,048.

Libraries

The Madras Government has the unique distinction of being the first and, so far, the only State to have enacted library legislation, the famous Madras Libraries Act, 1948. The Act provides for :

- (a) The constitution of a State Library Committee.
- (b) The establishment of a Central Library which will also serve as the copyright library for the State.
- (c) Appointment of a Director of Libraries for the whole State.
- (d) Establishment of a Local Library Authority for each district as well as the City of Madras and submitting of a scheme of library service for its area by each Local Library Authority to the Director of Libraries.
- (e) Maintenance by every Local Library Authority of a Library Fund to which the following sums are credited :
 - (1) Cess collected under the Madras Public Libraries Act, 1948, *i.e.*, a levy of six pies in the rupee in the form of surcharge on the proposed tax on property ;
 - (2) Contributions, gifts and income from endowments made for the benefit of Public Libraries ;
 - (3) Special grants which the Government may make for any specific purpose connected with libraries ;
 - (4) Fees, fines and other amounts collected by the Local Library Authority under any rules or regulations made under the Act.

Under Section 13, sub-section (3) of the Act, the State Government shall contribute to the Library Fund maintained by every Local Library Authority, other than the Local Library Authority for the City of Madras, a sum not less than the cess collected under Section 12, sub-section (2) of the Act.

The Act came into force from 1st April, 1950. All the Local Library Authorities have now been set up under Rules duly framed under the Act and they are now preparing schemes for submission to the Director of libraries as required under the Act. Later on in 1951-52 Government sanctioned an advance contribution of Rs. 8,000 to each of the 25 Local Library Authorities to help them to proceed with their plans either to open or take over libraries.

The Connemara Public Library has been assigned the functions of the Central Library. It will preserve all the published material, namely, books, pamphlets, newspapers and periodicals in the State and thus act as a reservoir of printing material for the entire State in addition to the lending of books to the public.

The Director of Public Instruction has been given the powers of the Director of Libraries.

The State Library Committee has been composed as follows :

- (1) The Minister-in-charge of Education will be the President of the Committee.
- (2) Minister-in-charge of Local Administration.
- (3) The Director of Public Instruction, who is *ex-officio* Director of Public Libraries.
- (4) The Special Officer assisting the Director in the administration of the Act, who shall be Secretary of the Committee.
- (5) Two persons elected by the State Legislature, one by the members of the Legislative Assembly and the other by the members of the Legislative Council.
- (6) One person nominated by each of the Syndicates of the Madras University, Andhra University and the Annamalai University.
- (7) One person nominated by each of the executives of the Madras Library Association, the Andhra Library Association, the Kerala Library Association and the Kannada Library Association.
- (8) One person with special knowledge of matters relating to libraries, nominated by the Minister.
- (9) One person nominated by the Minister from among the members of the Local Library Authority of the City of Madras.

- (10) Two persons nominated by the Minister from among the members of the Local Library Authorities of the districts.

The following functions have been assigned to the Committee:—

- (1) The constitution of the Central Library and its branches or the recognition of an existing Government Library together with its branches, if any, as such Central Library and its branches.
- (2) The laying down of policy for the management of the Central Library including its branches.
- (3) Framing of rules under the Act.
- (4) Encouraging the employment of trained professional staff of different grades for the library system of the State.
- (5) The maintenance of register of approved members of the library profession of different grades from among whom the professional staff of the libraries of the State may be appointed.
- (6) The prescription of qualifications, academic and professional, needed for the different grades of professional staff for inclusion in the register of approved librarians.
- (7) The suggestion of standard scales of salary and other conditions of service for the different grades of professional staff in libraries.
- (8) The publication of the copyright list of the State bibliography and book selection lists for the benefit of the libraries of the State.
- (9) The promotion of co-operative classification and cataloguing and other forms of co-operation and co-ordination among the libraries of the State and of India as a whole.
- (10) The promotion of standards for library buildings, fittings and furniture and for library technique.
- (11) The promotion of production of reference books, adults' books and children's books, suitable for use in libraries.
- (12) The promotion of production and use of books for the blind.
- (13) The consideration of the schemes submitted by the Local Library Authorities.
- (14) The consideration of the stages in which libraries in different areas are to be established.

One of the functions of the Director of Libraries is to recognize libraries for grants-in-aid. For this purpose he will maintain a register of aided libraries. A library must fulfil the following conditions in order to earn a grant-in-aid :

- (1) The library shall be kept open, free of charge, to the public of the locality for consultation of reading and kindred material within the premises without any restriction except those relating to proper behaviour, public health and conformity to the rules of the library which have received the approval of the Director.
- (2) The library shall be kept open for use by the public for not less than 30 hours a week, shall have a minimum average daily attendance to be fixed by the Director, shall be located in a place accessible to all communities and shall not be removed to any place inaccessible to any community without the previous sanction of the Director.
- (3) The library shall have books and not merely newspapers and current periodicals.
- (4) The indents for books to be purchased for libraries shall receive the prior approval of the Local Library Authority. The books to be purchased shall conform to the requirements mentioned below :
 - (a) they shall be of general interest and of cultural value,
 - (b) the books, if they are stories or novels, shall be by standard authors and shall not be in doubtful taste,
 - (c) books abusing communities or religion shall not be purchased,
 - (d) books or magazines which are in doubtful taste or which contain undesirable pictures shall not be purchased.
- (5) A separate register for books and for members shall be maintained in each library.
- (6) The library shall lend books for use outside the library premises on conditions approved by the Director and the number of books so lent in a year shall not be less than a minimum to be fixed by the Director.
- (7) The library shall have an adequate staff to administer its affairs according to the standard fixed by the Director.
- (8) The library shall be located in a building of its own with the necessary fittings and furniture to the satisfaction of the Director who shall give advice about the standards required in each case.

- (9) The library shall have a capital fund to be determined by the Director and a minimum annual income to be fixed by the Director derived from the capital fund, subscriptions and other sources taken together, but excluding Government grant.
- (10) The library shall be owned and managed by a body approved by the Director and the copy of its constitution and by-laws shall be filed with the Director.

The Madras Library Act and the Rules made under it comprise one of the most remarkable guide-posts in the history of Social Education in India and hence we have taken the liberty to give in the above a fairly detailed picture of it. We will now give an idea of the actual library service in the State.

During 1950-51, 1,286 Panchayat Gram Sangham libraries, and 368 Municipal, District Board and private libraries were sanctioned a total grant of Rs. 71,631 and 53,584 respectively for the whole State of Madras. Non-recurring grant has so far not been sanctioned to any public library. The total expenditure on libraries in the State in 1950-51, was Rs. 5,31,955 out of which Rs. 1,12,402 came from Government funds.

The progress of libraries in the State will be noted from the following table :

Item	1947-48	1948-49	1949-50	1950-51
No. of public libraries—				
(a) Government	2	4	99	287
(b) District Board & Panchayats	1,209	1,247	932	1,240
(c) Municipal	71	80	62	144
(d) Private	337	350	487	844
TOTAL	1,619	1,681	1,580	2,515
No. of books & journals available in the libraries	12,10,804	12,64,094	18,12,043	28,89,246
Books received and circulated	..	..	..	..
No. of persons who made use of these libraries	37,26,470	39,09,824	42,38,956	78,75,000

Expenditure

The State Government spent the following sums on Social Education during 1948-51 :

1948-49	Rs.
1949-50	44,023
1950-51	1,24,255
	1,96,428

The total State budget for education in 1950-51 was Rs. 9,96,74,501.

CHAPTER 8

ORISSA

Introduction

The area of Orissa is 59,869 sq. miles. The population according to 1951 census was 1,46,45,946 out of which 84.2% were illiterate.

The Scheme

Little work is being done in Social Education in Orissa, except that started by the State Government at the instance of the Government of India in 1949. Under this scheme the Government proposed to start 60 literacy centres and assist 20 voluntary centres in each of the 12 districts of the State. Each managed centre (that is Government centre) had a small library of easy-to-read books and newspapers. Saturdays were reserved for discussion on problems of rural welfare such as sanitation, civics, agriculture, cattle breeding, child nursing, etc. Later on each managed centre was supplied with games and recreational materials worth Rs. 25.

The teacher in each managed centre was paid Re. 1 per adult made literate after a three-month period and Rs. 5 p.m. for post-literacy work. The teacher in each voluntary centre received in 1949-50, Rs. 4, but in 1950-51, it was reduced to Rs. 3 per adult made literate. Each managed centre was supplied with the following materials :

- 6 Hurricane lanterns;
- 30 Slates;
- 60 Slate pencils;
- One box of chalk;
- 30 charts;
- 30 sets of primers;
- 30 mattresses;

and for contingency—

- Rs. 6 per mensem for kerosene oil for literacy work;
- Rs. 3 per mensem for kerosene oil for post-literacy work;
- Rs. 5 per mensem for centre contingency up to 30th June, 1950
and Rs. 3 per mensem from 1st October, 1950 ;
- Rs. 6 per batch for writing paper.

Besides the above, 500 selected centres were supplied with one petromax lantern each.

Each literacy course lasted three months and on an average 30 pupils were admitted to the course.

The Administration and Results

Before launching the actual operation of the scheme 22 selected teachers both men and women were trained in Laubach method for a period of six weeks from 15th May to 30th June, 1949, at the Cuttack Training College at a cost of Rs. 1,341-6-2. After training, 12 men and six women were selected as district organisers and lady supervisors respectively. Each district organiser was in charge of a district for education of men adults, while each lady supervisor was in charge of two districts for education of adult women. Each district organiser was assisted by one attender and one peon while each lady supervisor was assisted by a peon only.

Each district organiser in turn conducted two training camps of six weeks each (1st June to 30th September, 1949) and trained 60 selected teachers from high, middle and primary schools. 720 teachers were thus trained in 24 refresher courses at a cost of Rs. 30,843-12-0.

An Adult (Social) Education Officer (Orissa Educational Service Class I) was in charge of the whole scheme and was assisted by one clerk, one typist and two peons.

In 1950-51, the whole social education staff of the State was drastically reduced to six organisers and the Adult (Social) Education Officer, so that each organiser had to organise and supervise social education work in two districts. The women's centres were supervised by the organisers and the lady inspecting officer of the department.

The scheme came into actual operation from October, 1949, the results achieved up till March, 1951, were as follows:

Period	No. of managed centres	No. of voluntary centres	Enrolment	Persons made literate	Total No. of persons made literate
1-10-49—31-12-49	714	220	25,074	14,893	14,893
1-1-50—31-3-50	640	196	25,080	7,632	22,525
1-4-50—30-6-50	238	120	10,740	6,338	28,863
1-7-50—30-9-50	No work done due to agricultural operations				—28,863
1-10-50—31-12-50	234	120	10,620	10,693*	39,556*
1-1-51—31-3-51	240	..	7,200	4,323	43,879

* Includes results of the quarter ending 31-12-50 and those of some previous quarters.

Audio-Visual Education

The State Government put into operation three equipped mobile units early in 1950-51. The vans worked continuously and gave 298 shows, when educational films as well as radio and gramophone programmes were given. The average attendance at each show was about 900.

Libraries

Before 1947, Government used to give an annual grant of Rs. 316 to libraries. This was raised to Rs. 1,000 on 16th July, 1947, and was given on the basis of double of what a library spent on purchase of books, periodicals, binding, registers and printing of catalogues (but not on buildings, furniture and staff) during the previous year.

The grant was subject to a maximum of Rs. 400 for each library and if total demands for assistance exceeded Rs. 1,000 a proportionate reduction was to be made in each case to keep the total grant within the limit of Rs. 1,000.

The grant was given only to public libraries under the control of district boards, municipalities and private associations registered under the Societies Registration Act (of 1860).

On 21st June, 1949, Government also sanctioned a payment of Rs. 9,000 as grants to village libraries in the province. These grants were subject to similar conditions.

At the end of March, 1951, there were 22 public libraries in the towns and 422 village libraries in the State. Besides, there were 14 reading rooms. 1,10,993 books were used in these libraries in 1950-51.

In 1950-51 Government incurred an expenditure of Rs. 11,000 on libraries. The total amount spent on libraries in the State in 1950-51 is not known. In 1949-50, it was Rs. 27,543.

Social Education of Special Classes

The State Government tried during the later part of 1950-51 to persuade authorities of industrial concerns to organise classes for their illiterate employees, the firms to bear the entire cost. No results were, however, forthcoming during the period.

Difficulties

The poverty of the masses and their apathy to education resulting in poor attendance at the Social Education Centres were the chief handicaps which Social Education workers had to face in the State.

Expenditure

Year	Expenditure on Social Education			State Education Budget	Total State Budget
	Rs.	As.	Ps.	Rs.	Rs.
1949-50	3,40,889	14	3	81,13,909	12,63,07,433
1950-51	1,49,542	0	0	1,37,51,346	13,26,28,000

CHAPTER 9

PUNJAB

Introduction

The area of the State of the Punjab is 37,428 sq. miles and the population in 1951 was 1,26,41,205, out of which 83.5 per cent. were illiterate.

The truncated State of the Punjab found its administration shattered as the aftermath of Partition. The first task before the new Government in the sphere of education was to put children into schools. The effort for rehabilitation of adult education came only in January, 1950, after the Government of India in 1949 requested part 'A' State Governments to launch their Social Education Schemes. Before that, there were a few Adult Literacy Centres which made 1,717 adults literate. The Government spent a sum of Rs. 20,774 on these Centres. Besides, there were eight voluntary organisations which made 3,286 adults literate in 1948-49.

As a result of the request of the Government of India stated in previous paragraph, the Government of the Punjab appointed at the end of August, 1949 a Class I officer to organise Social Education in the State. However, it was only in December, 1949, that it was possible to organise five Social Education Training Camps for the training of teachers and volunteers as a preliminary to the launching of the new scheme. The Government started on 1st January, 1950, 134 Social Education Centres out of which 26 were for women.

Administration

For administrative purposes the Punjab has been divided into two divisions, the Jullundur Division and the Ambala Division. Each division has a Social Education supervisor who is responsible for organising and supervising the Social Education Centres and the issue of Social Education bulletins. The activities of Social Education Centres are also inspected by the Assistant District Inspectors of Schools and District Inspectors of Schools. The Education Department of the Government of the Punjab has tried to make Social Education Centres the focal points of all uplift work and hence has obtained the assistance of the Health, the Cooperative and the Publicity Departments in its work.

Social Education Centres

The Government of the Punjab entrusted the work of Social Education to a whole time Social Education teacher. The teacher is expected to make 60 adults literate in a period of three months and to carry out

other aspects of the work. The equipment of each Centre included a radio set, petromax lamps, *durries*, blackboards, *chowkis*, reading and writing material and library books.

As stated above, the Government of the Punjab organized 134 Centres (including 26 for women) in 1949-50. From 28th February, 1951, their number was brought down to 95 (including 19 centres for women).

Each Centre works in five *Mandals*, so far as its various activities are concerned, as follows ;

(1) *Vidya Mandal*:—This denotes literacy work which is carried on from 1 to 4 p.m. daily.

(2) *Charcha Mandals*:—These are discussion groups organized from 7 to 9 p.m. daily. Here the villagers not only discuss important issues of the day but also learn the art of self expression. Radio-listening as well as talks are other features of this *Mandal*.

(3) *Sankirtan Mandal*:—Once a week a Centre organises physical and recreational activities, in the form of *Satsang katha*, musical entertainment, *kavi darbar* etc.

(4) *Sewa Mandal*:—On alternative days *prabhat pheris* are organised from 8 to 10 a.m. for house to house visit. Volunteers are also trained in first-aid, scouting, rescue, relief and medical work. Cleaning up campaigns are organised and efforts are made to clean village streets, wells and ponds and to construct roads.

(5) *Sports Mandals*:—Social Education Centres hold sports and games daily from 6 to 7 p.m.

Though 100 ladies had successfully taken the first-aid examination at the Social Education Centres up to March, 1951, the *Sewa Mandal's* activities were on the whole lacking in Women's Centres. Similarly, because the women's attendance at the Centres was chiefly concentrated between the hours of 1 to 5 p.m. it was difficult to organise games for them. However, in women's centres mother-craft, cooking, and other domestic skills were imparted along with literacy lessons.

The enrolment at the Centres on 28th February, 1951, was 6,229. After the closure of 39 Centres, as mentioned earlier, the number fell to 4,582. 8,003 adults were made literate during 1949-50 and 6,544 in 1950-51.

Libraries

The Punjab was foremost in the field of library development before Partition. The Punjab Library Association, established in 1929, did yeoman service in bringing together the librarians of the State and raising their professional status. The organ of the Association, the quarterly *Modern Librarian* was for long years, the premier library journal in the country.

After Partition, the Punjab Library Association rehabilitated itself in Simla in 1948. Under the auspices of the Association, one Provincial Library Conference and five Book Festivals were held until November, 1951. The branches of the Association were being set up in the bigger cities of the State.

The Government of the Punjab has so far not taken any step for the development of libraries in the State, except setting up a Library Committee. On 31st March, 1951, a draft Bill for libraries was under the consideration of the Legislative Department of the State.

The number of libraries and reading rooms in the State, management-wise were as follows on 31st March, 1951:

	Private	Local Board	Panchayats	Young Farmers' Clubs	Govt.	Total
Libraries	46	53	543	73	Nil.	715
Reading Rooms	39	67	104	61	105	376

Audio-visual education

The Punjab Government equipped two mobile vans for audio-visual assistance to their Social Education work. The vans were equipped with materials for holding exhibitions. The supervisors of each division also accompanied the vans on their tours. During 1950-51 over 60 cinema shows and exhibitions were held in Ambala Division and 47 in Jullundur Division. Educational films borrowed from the Central Film Library of the Government of India were also utilised. The occasions were also utilized for propaganda lectures on Social Education topics. The attendance on these gatherings varied from 2,000 to 5,000. Rs. 2,000 were spent on the purchase of films in 1949-50, while Rs. 1,145 were spent in 1950-51.

Training

Before the Punjab Government launched their scheme of education they trained the Social Education teachers at five camps, namely, at Gurdaspur, Karnal, Rohtak and Jullundur and another camp at Karnal for women. Each camp taught the following syllabus:

- (1) Literacy method
- (2) Theory and psychology of adult education
- (3) Elementary civics
- (4) Elementary hygiene
- (5) Handicrafts suited to the village life
- (6) Community work in the villages.

The syllabus of the women's camp included tailoring, food preservation and domestic industries like, soap-making.

Social Education Literature

A Social Education Bulletin was issued in each of the two Divisions. The Bulletin was meant for adults with low literacy skill as well as for adult workers. One Gestetner duplicator was placed at the disposal of each Division for the purpose of bringing out the Bulletin. It was intended to make the Ambala Division Bulletin bi-monthly. Two copies of each Bulletin were supplied to all Centres and inspecting officers. The Bulletins proved popular.

Social Education of Special Classes

The Industrial Labour Association, Loharu, organized in 1950-51 two Social Education Centres for factory workers.

Private agencies

In addition to the work of the Punjab Government, about 160 societies were also working for Adult Literacy, if not for Social Education. Of the following six were important:

- (1) Simla Mazdoor Welfare Society, Simla.
- (2) Public Welfare Society, Sonapat.
- (3) S. D. Pritinidhi Sabha, Palampur.
- (4) Mahadev Desai Gramsudhar Mandal, Faridabad.
- (5) Social Education Board, Rohtak.
- (6) Vidya Pracharni Sabha.

By far the larger part of the work was carried on by the Vidya Pracharni Sabha which organized 120 Centres during 1950-51. Government of Punjab gave a grant of Rs. 7,000 during 1949-50 and Rs. 7,420 during 1950-51 to voluntary organisations in the field of Social Education.

Expenditure

The following table gives the amount and proportion of money spent on Social Education during the two years of the working of the scheme, 1949-50 and 1950-51 :

Year	Amount spent on Social Education	State Education Budget	Total State Budget
	Rs.	Rs.	Rs.
1949-50	1,70,448	1,81,20,331 Accounts	15,78,71,000
• 1950-51	2,30,000	1,85,82,200 Revised	16,16,99,000

CHAPTER 10

UTTAR PRADESH

Introduction

The area of Uttar Pradesh is 1,12,523 sq. miles. The population according to the 1951 census was 6,32,54,000, out of which 89.2% were illiterate.

The State of Uttar Pradesh has to its credit an interesting variety of Social Education work both by State and voluntary agencies. The orthodox scheme of Social Education was started in August, 1938 when the Education Expansion Department was created by the first Congress Ministry. The Department created two organisations, one for literacy and another for its preservation. The adult schools, governmental and aided, were meant for the former, while libraries and reading rooms served the latter purpose. Later on during the World War II the Department was pressed into the service of war propaganda, but that did not incapacitate it for Social Education work.

After the achievement of Independence the Government desired to reorganise its Social Education programme and appointed the Sidhanta Committee in July, 1948, to study the subject and give its recommendations. Later, the Government of India also recommended to all 'A' State Governments to launch schemes of Social Education. Accordingly, the Uttar Pradesh Government started its new scheme of Social Education in February, 1950. It had the following characteristics:

- (1) Starting of more libraries
- (2) Drawing up of a syllabus for schools for adults
- (3) Expansion of administrative staff
- (4) Opening of more adult schools
- (5) Creation of reading material for adults
- (6) Introduction of Audio-Visual Education

The scheme was in vigorous operation until June, 1950, but afterwards the work was gradually curtailed till in March, 1951 all Adult Schools were closed. Libraries, Reading Rooms and the Audio-Visual Section, however, continued to function.

Administration

In 1950 Government appointed an Assistant Education Expansion Officer for work with women, in addition to the Education Expansion Officer. 51 Superintendents of Social Education and 102 men and eight women organisers were appointed to organize and supervise till June,

1950. Again, in so far as field work was concerned, it was done in the districts by Assistant Inspectresses in addition to work done by women organisers. The Department also received the co-operation of other Departments and non-official agencies engaged in village uplift work.

Social Education Centres

The main work of social education was done in Adult Schools which were of two kinds, those maintained by the Government and those aided by the Government. The Schools were supplied with the necessary equipment. Government Adult Schools were also supplied, free of cost, with musical instruments. The teachers in the Government Adult Schools were paid at first at the rate of Rs. 12 p.m. plus Rs. 20 p.m. as dearness allowance.

In 1947, there were 1,342 Government Schools and 462 Aided Adult Schools, the latter including 62 schools for women. In 1949, the number of Aided Schools was raised to 805 and in March 1950 to 937. In 1950-51, 1,500 new part-time Adult Schools were also opened. The teachers in part-time Schools were given an allowance of Rs. 15 p.m. each.

With the help of this set-up the Government was able to make the following number of adults literate:

Year	No. of persons made literate	Remarks
1947-48	81,330 (2,336)	The figures in brackets give the number of women made literate.
1948-49	76,825 (2,233)	
1949-50	70,360 (1,742)	
1950-51	70,152 (4,023)	
TOTAL	2,98,667 (10,334)	

Camps

The Government of Uttar Pradesh has experimented extensively with the technique of camps in Social Education. These camps combined social service by students with Adult Education. In 1947-48 the Government made such social service compulsory for men graduates who wanted to take to Government Service. Later on, however, the scheme was modified to make it optional. Under the scheme 526 graduates were trained at the Faizabad camp in 1947-48. A comprehensive programme for their education was drawn up and a part of the ten months' period of training was devoted to this. During the rest (comprising about four months) the graduates were required to do social service in villages, including Social Education of adults. We will have occasion later on to mention

the work of these Faizabad "Cadets" in Etawah. The scheme was continued in 1948-49, when 312 graduates were thus trained. In 1949-50, only 97 graduates availed themselves of the training in camps, and after this, the scheme in that shape was abandoned and a new scheme of social service by boys of class XI of higher secondary schools was introduced. This had very little to do with Social Education. The expenditure on the Faizabad camps during the three years was as follows:

Year	Rs.
1947-48	3,32,000
1948-49	3,43,000
1949-50	2,51,000

Summer Camps

III, 37-day and 1,101, ten-day Camps as well as 15 Social Education Camps for women were held in various districts of the State in 1950-51.

The syllabus for these Camps was drawn up and the whole of it was covered in 37-day camps, while only important aspects were dealt with in the ten-day Camps. Teachers of schools, secondary school boys and Social Education officers in the districts including the Deputy Inspectors of Schools, worked as organisers and lecturers. They were provided with the necessary literature and equipment by the Department. The workers were also provided with transport facilities. The boarding expenses were met either by the organisers or out of the funds at the disposal of the Schools.

In these Camps talks were organised on village sanitation and hygiene, Indian heroes, civic duties, etc., as given in the syllabus. Though much of the syllabus was covered in the Camps the work for literacy was not encouraging.

These Camps created much interest among the villagers in Social Education. However, the enthusiasm created by them among the rural population fizzled out owing to the closing of all the Adult Schools in the State.

Libraries

For the maintenance of literacy the Government of Uttar Pradesh had earlier established 1,040 libraries (which included 40 libraries for women) and 3,600 reading rooms. Each reading room was supplied with one weekly and one monthly magazine. A regular supply of books was maintained for the libraries. Besides, 201 private libraries and 102 urban libraries, open to public on nominal subscription, were being given grant-in-aid in 1950-51. Again, in 1950 the Panchayat Raj Department set up 6,796 reading rooms and 3,754 libraries with 1,89,342 books and 20,047 periodicals. There were also 277 Rural Development libraries.

The libraries were fed by the Central Library at Allahabad containing 13,000 books in Hindi and Urdu. There is also a library at the Headquarters, which contained books in English on education including Social Education, and which was useful to Social Education workers who could avail themselves of it.

In 1950-51, Government took the following steps to encourage the use of libraries:

(1) Efforts were made in the districts to assemble the people in the libraries by holding *bhajan mandalis*, general discussions, etc., on topics of interest to the villagers.

(2) Books dealing with the subjects of rural interest were supplied to the libraries.

(3) Government paid half the subscription of a daily in a village which was keen to have it.

(4) A monthly magazine, which contained articles and news of interest to villagers, was edited and published by the Department and supplied to the libraries.

The Government supplied the following quantities of books to the libraries during the period:

Year	Number of books supplied
1947-48	80,993
1948-49	75,458
1949-50	70,402
1950-51	Not available

In 1950-51, Government supplied 3,578 copies of 27 Hindi monthlies and 1,503 copies of Urdu monthlies, 4,031 copies of 15 Hindi weeklies and 2,021 copies of 12 Urdu weeklies to these libraries.

The use of these libraries during the period was as follows:

Year	Persons visiting the Libraries and Reading Rooms	Books circulated
1947-48	about 25,00,000	about 14,00,000
1948-49	do. 25,00,000	do. 12,14,246
1949-50	do. 27,88,837	do. 10,78,373
1950-51	do. 20,04,352	do. 8,57,599

Besides, in 1950-51, 2,99,852 books were issued from the aided libraries. Statistics for urban libraries are not available.

The Governmental expenditure on libraries and reading rooms during the period was as follows:

Year	Expenditure in Rs.
1947-48	2,23,460
1948-49	Do.
1949-50	2,31,186
1950-51	26,498

The above statistics pertain only to the libraries of the Education Expansion Department. Besides, Rs. 27,756-10-6 were spent on aided libraries of the Education Expansion Department and Rs. 76,050 on urban libraries. Thus, the Government spent nearly Rs. 1,30,000 on libraries in 1950-51.

Audio-Visual Education

During the period 1947-48 the Department maintained one publicity van fitted with projectors and loud-speakers. The van went from district to district to carry on propaganda for adult literacy. Six vans were purchased in March, 1950 at a cost of Rs. 50,778-15-0. These vans were fitted with two projectors in each van, one 16 m.m. arc projector and another 16 m.m. lamp projector, one generator, one gramophone with 20 records, one battery-set radio and a public speaking set. A Film Production Section was also added to the Department for producing suitable films for rural population. However, no films were produced as the machinery could not be installed. 77 films were purchased early in 1950 at a cost of Rs. 42,416-12-0. Two projectors were purchased in 1948-49 while 16 projectors (at a cost of Rs. 94,594-8-0) were purchased in 1949-50. That year 16 filmstrips were also purchased at a cost of Rs. 578-7-0. One radio was purchased in 1948-49, while six of them were purchased in 1949-50 (at a cost of Rs. 3,181-13-0). Similarly, two gramophones and 200 records were purchased in 1948-49 while in 1949-50, 116 gramophones and 2,320 records were purchased (at a cost of Rs. 2,415-8-0 and Rs. 8,011-3-3 respectively).

The Education and the Panchayat Raj Departments arranged broadcasts for rural masses from the All India Radio Stations in Uttar Pradesh. Some of the *Gaon Panchayats* purchased their own radio-sets, and some districts were provided with sets under the "Community Listening Scheme".

Social Education Literature

The Department published two journals, one in Hindi and another in Urdu during the period. The cost of publication of the journals in 1949-50 was Rs. 6,700. The publication of these journals was given up with the closing down of all adult schools. In 1950-51, arrangements were made for the publication of suitable literature for adults. Charts, posters and hand-bills, etc., were published as follows:

Year	Item	No.	No. of copies printed
1949-50	Handbills	5	1,00,000
	Placards	5	50,000
	Folders	2	20,000
	Prabhat Pheri songs	2	40,000
	Literacy Pamphlets	..	3,000
1950-51	Samaj Shiksha	..	5,000
	Grishma Shivar Yojana	..	5,000

Training

On March 9, 1950 a ten-day Training Camp was organized at the headquarters for 110 Social Education organisers. Lectures were delivered on different systems of teaching, cooperation, cottage industries (e.g., soap-making and *newar-making*), agriculture, animal husbandry, *panchayats*, abolition of landlordism, folk arts, physical activities and folk songs, libraries, hygiene and sanitation, scouting, civics, etc. A similar Training Camp for District Superintendents of Social Education was held in April, 1950.

Experiments and Research

In 1948-49, the Department carried out a few experiments in selected places with a view to—

- finding out quicker and more effective means of achieving literacy, and
- encouraging village cultural activities by organising clubs and introducing folk songs and dances into the syllabuses of schools. The latter experiment was quite successful.

Cooperation of other Departments

We will have occasion to note the work of the Development Department in the field of Social Education when we come to the Social Education work of the Etawah Project. The work of the Panchayats

Department in the field has been mentioned in some places in the above. The officers of the Department also gave talks to villagers on matters of interest to them. The Department is also reviving folk-lore, folk songs, etc., by arranging special festival programmes in villages. Again, its efforts for establishing in each *Tehsil* of each district at least one model *Gaon Sabha* with improved houses, improved walls, roads, schools, libraries, etc., has Social Educational implications.

The Public Health Department prepares posters, charts and leaflets in simple language for distribution. These are used by the health staff in the districts who also try to educate the villagers by talks on matters relating to personal hygiene, village sanitation, the nutritive value of available foods and causes and prevention of common diseases.

It is possible that on the cessation of the activities of the Education Expansion Department, the Planning Department will coordinate the Social Education work of the various Departments.

Difficulties

The regular attendance of adults at Social Education Centres was always a difficult matter. However, it was noticed that the Centres which introduced cultural activities and handicrafts achieved a better record of attendance than others.

Expenditure

The expenditure incurred by the State Expansion Department in different years, its comparison with the State Education Budget is given as follows:

Year	Expenditure on Social Education	Expenditure on Education from Government funds
1947-48	Rs. 8,53,284	Rs. 4,15,59,843
1948-49	12,05,744	4,86,71,984
1949-50	19,33,476	6,41,47,754
1950-51	7,00,678	7,17,63,400

ETAWAH PROJECT AND GORAKHPUR-DEORIA PROJECT

The Setting

The work of the Education Expansion Department does not exhaust the record of the Government of Uttar Pradesh in the sphere of Social Education, for some of the most important projects in the field of Social Education are those of the Etawah Project and the Gorakhpur-Deoria Project.

Gorakhpur-Deoria Project was started only in 1950, while the Etawah Project was started in October, 1948. This section will deal mainly with the Social Education aspect of the Etawah Project.

The area of the Pilot Project in the Etawah district covers 97 villages with a total population of nearly 49,000, that is, 12,720 families. The total area of these villages is 61,328 acres, of which 45,469 acres are under cultivation. The area extends nine miles north and south along the main arterial road and 12 miles east and west between the rivers Jamuna and Sengar and includes some villages in the Jamuna ravines.

The project was started to see what improvement can be achieved in an area where there are no special resources, such as hydro-electric development or large scale industry. It was also intended to make the improvement in the lives of the people a permanent part of their social, mental and educational equipment and to achieve these objects at a low cost so that the results can be reproduced in any other average Indian district.

The fields in which the project sought to improve the life of the villagers were as follows:

- (1) To raise the level of agriculture by the introduction of better seeds, improved fertilizers, new crops, enrichment and conservation of soil and introduction of improved tools and implements;
- (2) To raise the level animal husbandry;
- (3) To improve village sanitation;
- (4) To give people better public health practices;
- (5) To build up village industries;
- (6) To make the physical environment of the villagers better, that is, to lay out roads, drainage and plan villages in accordance with the laws of sanitation; and
- (7) To develop the villagers' interest and participation in reconstruction work.

It was the latter activity which was the source of all Social Educational work in the villages. The methods adopted for this were various, comprising individual discussions, group discussions, demonstrations, camps, films, sight-seeing, training institutes, literacy classes, libraries, clubs, etc. It will thus be seen that the authors of the Project gave Social Education the proper place, the place which is its due in any work of rural reconstruction.

Administration

It will be interesting here to give the personnel of the whole project. At the field level, the Project has Village Level Workers trained in multi-purpose duties in agriculture and animal husbandry, public health,

Social Education, cooperation and *panchayats*. Each Village Level Worker has to look after up to eight villages. The higher staff is located at Mahewah. The staff consists of four Deputy Development Officers, one each for agriculture, agricultural engineering, village participation and training. The officers form a team of experts who initiate and supervise the programme of the Project. The cooperative supply store, the rural workshop, the information centre and the library, the veterinary and human dispensary are located at Mahewah. The Adult Literacy Organiser as well as the Senior Economic Intelligent Inspector is also at Mahewah. Two Assistant Development Officers have been appointed to help the Deputy Development Officers.

At the head of the Administration is the District Planning Officer. He coordinates the activities of the various Development Departments at the district level and also maintains contact with the heads of Department and the Government. The Pilot Project is administered directly by the Development Commissioner of the Uttar Pradesh Government, who is assisted by the Deputy Development Commissioner.

Literacy

The literacy efforts at the Etawah Project passed through several stages. In February, 1949, cadets in the Social Service training camp at Faizabad came to Etawah on two months' practical training in the field. They opened literacy classes in seven villages, enrolling 176 adults. Of these 63 passed the literacy test. Later 12 students of the Higher Secondary School, Mahewah, conducted classes for 2½ months (June 3 to August 15, 1949) in 12 villages after receiving ten days training (May 18 to 27, 1949) in literacy methods. 310 adults joined the classes out of whom 170 attained literacy. Still later, some villagers, who had passed the vernacular-middle, took up literacy work in 14 villages. 379 villagers took advantage of this. Out of these 226 were made literate, up to September 18, 1949, after which the work seemed to have fizzled out.

From January 12 to 23, 1950, a batch of 37 village teachers was given training in all aspects of Social Education. 30 teachers passed the test, but only 18 teachers could take the classes. 447 adults joined these classes out of whom 178 achieved literacy.

Another set of classes was started in September, 1950 after a Training Camp in which 18 young men participated. Ten teachers of the old classes also wanted to continue their work, but, eventually, only 22 teachers in all took up the work. These classes were run on systematic lines. They were inspected by Secretaries of Cooperative Societies, Village Level Workers and Assistant Development Officers. Fortnightly social

meetings, *kirtans*, songs, lectures were held. The follow-up was maintained by the help of libraries. Village level workers held examinations. Arithmetic was introduced along with reading. Audio-visual aids were also pressed into service. 579 villagers joined these classes out of whom 254 passed the literacy test.

Thus up to March, 1951, 1,891 adults had taken advantage of the literacy classes conducted in the Etawah Project out of whom 891 attained literacy. Literacy classes in the area of the Etawah Project have experimented with different durations. The optimum seems to be at least four months, followed up closely for another two months.

One characteristic of the literacy effort in Etawah was that it was integrally connected with the whole programme of the Project, with the result that villagers evinced rather keener interest in the wider aspects of the Project. It may be of interest to note that 20 of the villages have contributed Rs. 50 each for books, lamps, etc., and the adults have been paid at the rate of Rs. 0-8-0 per head for post-literacy literature. The passed students also helped the new arrivals in the literacy classes, because the latter had been transformed more or less into community centres.

Group Discussions

Group discussions are a regular feature in the educational work of Etawah Project. Several projects, such as the widening of lanes, road building, persuading young men to take up Adult literacy and panchayat-activities have been helped by the discussion method. From 1st July, 1949 to 31st December, 1950, 312 *panch* meetings and 18 cooperative societies' meetings were held for important discussions.

Villagers' Institutes

The planners of the Etawah Project have also made use of the villagers' institutes and *Panch's* Training Camps for training villagers. Five or six influential village leaders from each *panchayat* are invited to attend a training camp for ten or twelve days. They are given preliminary training in agriculture, animal husbandry, public health and Social Education. They spread these ideas in their villages and form a nucleus for the easy reception of new ideas. Six *Panch's* Training Camps were conducted up to 31st March, 1951 and the whole area of 100 villages was represented in these Camps. Some of the salient features of the *Panch* Training Camps were their socio-religious atmosphere, the sense of discipline and a sense of human participation. 119 village *Panches* were trained in these Camps. Again, 17 men and 18 women were given training in fruit preservation and 44 Village Level Workers and villagers were trained in protection of plants.

Audio-Visual Education

The Director of Information placed a projector with a set of six films at the disposal of the Project in December, 1949. Gradually, the Project acquired 17 films. It also made a film of 16 reels on the Project itself. These reels were liked very much on account of the local colour which lent greater reality and faith to them. The Village Level Workers gave a running commentary on the films. From December, 1948 to May, 1951, 208 film shows were given. The number was small owing to the frequent breakdown in generators.

The Director of Information also lent six radios to the Project in 1948. Other radio sets were purchased later.

The Project organised some exhibitions at popular *melas*. A mobile publicity set was organised in order to set up mobile exhibitions in weekly village markets and such occasional gatherings.

One of the main educational methods which the Project is using is demonstration. In 1948, a small number of regular half-and-half field demonstrations were set up. The demonstrations were shown to workers and villagers. This convinced them of the superiority of the seed, manure and other practices recommended by the Agricultural Officers of the Project. During the period 1949-51, 2,884 demonstrations were held.

One of the most effective educational methods in the Pilot Project and which the workers have called the "open sesame" of their villagers' participation programme, is that of sight-seeing. *Panches* and young men in the training camps are taken sight-seeing round fields with improved seeds, manures and cultural practices within the Project area as well as outside. Up to 31st December, 1950, 110 *Panches* and 2,878 cultivators had been taken on sight-seeing tours.

The Project Workers consider drama a more potent educative influence than films. The first one-act play was staged in May 1949, at the Higher Secondary School for boys at Aheripur. This play, "Badalti Duniya" was staged later on many occasions. During the next year some fresh plays were also staged. Later, full-fledged dramas were written and staged.

The Sarvodaya Natya Sangh was organized at Mahewah in August, 1950. Later, three societies were affiliated to it. Plays were written and adapted, so that the Natya Sangh may continue to provide good plays to affiliated societies. The dresses and the curtains belonging to different societies were pooled and utilized by each society from time to time. From May 1949 to May 1951, plays were staged at 22 places.

Social Education was also imparted to villagers through the celebration of national festivals. Gandhi Jayanti, Diwali, Holi, Ram Naumi, Independence Day, Republic Day, Janamashtmi and Vijay Dashmi have been thus celebrated so far.

Libraries

Circulating libraries in boxes were started in 22 villages with a Central Library at Mahewah. The libraries were exchanged every fortnight. The total number of books in each box was 50, while the total number of books in the Central Library was 2,512.

Literature

A fortnightly newsletter, *Mandir Se*, was started on 2nd October, 1949, as follow-up literature for the neo-literates, and also to serve as the organ of the Pilot Project. By the end of March 1951, it developed a body of subscribers 1,200 strong. For the first few months it was distributed free, for the next nine months at the nominal subscription of Re. 1 and later on at Rs. 2 per annum. Every village in the Project area gets on an average four copies of it. It goes to all the panchayats of Etawah and even other districts, and to organisers of social welfare. Reading of this and writing dictation from it is the minimum standard of literacy in the adult literacy centres of the Project. It contains matter on agriculture, animal husbandry, public health, cooperation, social education, news of the Project, of the country and of the world. The paper is edited by the Deputy Development Officer (Training).

A similar bulletin named *Gaon ki Or* has been started for the Gorakhpur-Deoria Project.

Camps and Melas

The Project utilizes the technique of Camps for training Village Level Workers. In these Camps the trainees themselves, in batches, do all their work—cooking, cleaning up, keeping accounts and running co-operative stores. Half the day is spent in field work. In the afternoon there are group discussions. In these group discussions village approach is emphasised. Traditional songs and ceremonies are a daily feature. Up to December, 1950, 91 Village Level Workers had been trained in these Camps. Besides these, an extension worker was also trained. 92 adult teachers were also trained. 97 Village Level Workers were taken for sight-seeing beyond the Project area. Similarly, 52 adult teachers were taken for sight-seeing.

A *Kisan Mela* was organized in March, 1950. It was attended by 15-20 thousand people. It was so successful that it has now been made an annual feature.

Social Education of Women

The work with women has naturally been taken up with great caution. Two Centres have already been started. The leaders of the Projects have realized the necessity of it and are therefore persisting.

In the first centre much was accomplished in public health. There was a small children's nursery, some literacy work was also done. Women learnt to sew and knit, and even sold a few of their articles. The fruit preservation course for 30 women was rather successful. The main difficulty in connection with women's work is the scarcity of good women workers.

Expenditure

The villagers' participation work is so intermingled with specific programmes in the Pilot Project that it is difficult to make an absolute division of expenditure between specific programmes and villagers' participation. Apart from the expenditure on the Deputy Development Officer, (villagers' participation) Village Level Workers and on other items, the following amounts have been spent so far directly in connection with the Villagers' Participation Scheme in the Etawah Project:

Year	Expenditure	Remarks
	Rs.	
1948-49 . . .	4,909	This includes public address equipment (Rs. 1,636).
1949-50 . . .	12,621	This includes : <div style="text-align: right;">Rs.</div> <div style="text-align: right;">Travelling and sight-seeing . . . 3,465</div> <div style="text-align: right;">Publicity 987</div> <div style="text-align: right;">Hire of films 80</div> <div style="text-align: right;">Literature 400</div>
1950-51 . . .	24,000	Besides this, the expenditure on demonstration is included under the "Demonstration and Veterinary Equipment" on which Rs. 12,544 were spent in 1949-50. Besides this, the Head 'Execution' includes Rs. 5,000 for Demonstration subsidies, Rs. 10,000 for Demonstration and Veterinary equipment.

Results

As stated in the Analytical Reports on Adult Education and Villagers' Participation and Social Education, as result of the working of the Project, "the people of this area have grown more confident and hopeful of a brighter future. Their resistance to new ideas has gradually diminished—Community.....consciousness is gradually developing, party conflicts are being slowly dissolved.....Social distances are being gradually shortened". This is not a small achievement.

CHAPTER II

WEST BENGAL

Introduction

The area of West Bengal is 29,476 sq. miles and the population in 1951 was 2,47,87,000, out of which 75.5% were illiterate.

Though in the Adult Education Movement of the late thirties the Bengal Government by themselves did little field work in Adult Education, Bengal has had a rich tradition in the field, mainly owing to the great work done by voluntary organisations, some of which, like the Bengal Adult Education Association, the Rural Reconstruction Department of Visva Bharati, Shri Niketan and the Ramakrishna Mission, have a reputation of their own. Even now when the Government of West Bengal bear the major burden of Social Education in the State the contribution of voluntary organisations to the work is perhaps unmatched anywhere in India.

As in the Punjab so in West Bengal, Partition nearly shattered the Adult Education set-up. In 1947-48 there were in West Bengal 412 Night Schools with an enrolment of 12,256. The expenditure in these Schools came to Rs. 26,215, the bulk of which was contributed by public bodies, such as District Boards and Municipalities. The Schools were all private institutions. The only institution managed by the Government was the Prison School in Midnapur Central Jail. It employed four convict teachers who were given a short training for the purpose. The teachers imparted lessons in the three R's. to about 250 convict pupils. The Night Schools also confined their work merely to the three R's. and in fact some of them merely enabled an illiterate adult to scribble his signature instead of affixing his thumb impression. No uniform and standardised syllabus for the subjects taught was followed, nor was there any systematic effort to propagate Social and Cultural Education.

Adult Education Committee

The Government of West Bengal soon realized not only its responsibility but also the desperate urgency for Social Education. Consequently, they appointed in January, 1948, a Committee to advise them on Social Educational problems in the State. The Committee submitted its Interim Report in September, 1948 and the Final Report in May, 1949. The

Committee recommended a three-phase set-up of Social Education as follows :

- (i) To make the illiterate literate, and during the time this was being done, to impart such elementary knowledge as is essential and practicable.
- (ii) To ensure that those made literate do not lapse into illiteracy. This was to be done by arrangement for "Continuation Education" which would continue and foster the habit of reading.
- (iii) To organize informative and cultural education with the visual and aural aids now available, by arranging discourses which will give pleasure and knowledge as also discourses for pure joy; by fostering folk amusement both on familiar and novel lines.

As a result of this recommendation and as a preliminary to the launching of Social Education work, Government arranged for the training of men and women teachers of rural primary schools who would be in charge of Social Education Centres. 547 Social Education teachers, men and women, were trained in 16 Training Camps, each of two months' duration. Trained and experienced graduate teachers of high schools and primary training schools were entrusted with the work of organising and conducting these Camps. These trainers had themselves gone through an *ad hoc* but intensive training course organised by the Government with the help of several distinguished educationists and Social Education experts. Dr. Laubach, who happened to be in West Bengal at that time, also helped by giving lectures and demonstrations on the principles and methods of literacy lessons to these instructors.

Administration

The Government of West Bengal set up the following organisation under the Director of Public Instruction to cope with Social Education work.

Headquarters	Remarks
1. Chief Inspector, Social (Adult) Edn. (in the Senior Edl. Service, Rs. 350-1200)	Three posts sanctioned, of which one was filled up but is at present lying vacant while the other two have not yet been filled up.
2. Adult Edn. Officer (in the State Edl. Service, Rs. 250-750)	
3. Upper Div. Assistant (Rs. 150-250)	
4. Typist (Rs. 55-130)	
5. Film Librarian (Rs. 200-300)	
6. Film Operator (Rs. 60-80)	
7. Asstt. Film Operator (Rs. 50-70)	
8. Motor Van Driver (Rs. 75-105)	
9. Motor Van Cleaner (Rs. 50)	
10 Two peons (Rs. 20-25)	

Headquarters

Remarks

District Staff

1. Eight Distt. Social Edn. Officers (Rs.130-220). The scale is under revision.
 - (i) In each of the four comparatively big districts one D.S.E.O. has been appointed.
 - (ii) Eight districts have been grouped in two's and placed in charge of a D.S.E.O. assisted by a C.A.
2. Eight Circle Assistants (Rs.75-90). The scale is under revision.
 - (i) In one district there are two C.As. one for men's and one for women's Centres.
 - (ii) In three smaller districts C.As. act as D.S.E.Os.
3. Eight clerks attached to the D.S.E.Os. (Rs. 55-130).
4. Eight peons for the D.S.E.Os. (Rs. 20-25).

The District Social Education Officer or the Circle Assistant as the case may be, is attached to, and also directly subordinate to, the District Inspector of Schools in each district.

In each district, again, there is an Advisory Committee on Social Education, appointed under Government orders and presided over by the District Magistrate to advise and guide the work of the District Social Education Officer or the Circle Assistant.

Social Education Centres

In accordance with the Government's Social Education Scheme, the duration of the course at a Social Education Centre is three months and thus a centre runs four courses in a year.

There is a test at the end of each course. The literacy teacher is paid Rs. 10 p.m. and a bonus of Re. 1 per man and Rs. 2 per woman made literate.

There are Government-sponsored centres as well as those organised by voluntary bodies. The Government gave the following grants to well known voluntary organisations for strengthening their Social Education work.

Year	Capital grant	Maintenance grant	Total
	Rs.	Rs.	Rs.
1947-48	25,000	..	25,000
1948-49	..	23,440	23,440
1949-50	60,000	36,240	96,240
1950-51	..	..	..

The capital grant was sanctioned for the purchase of books, gramophones, radios and other audio-visual equipment. The maintenance grant was intended to enable these organisations to run their own Social Education Units. The activities of these organisations during the period 1947-51 were as follows :—

Year	No. of units maintained	No. of Adults educated	No. of adults made literate	Percentage
*1947	412	12,256	not known	..
*1948	416	12,175	not known	..
1949-50	71	2,871	1,428	50
1950-51	133	4,872	3,725	76·4

These voluntary organisations did not, however, restrict their activities to literacy instruction alone. Their work covered the wider field of Social Education, economic rehabilitation, development of village crafts, and small industries and improvement of village sanitation. As stated earlier, Associations like the Ramakrishna Mission, the Rural Reconstruction Department of Visva Bharati and the Bengal *Bratachari Society* have been rendering valuable service in the cause of the Social and Cultural uplift of the masses.

Prior to 15th August, 1949, when the Government launched their scheme of Social Education, there was only one Government-sponsored Adult Education Centre having an enrolment of 412 in 1947 and 416 in 1948. Government-sponsored centres under the Social Education Scheme are of two types—the Complete Centres and Ordinary Literacy Centres. The Complete Centres are staffed by two teachers, a Social Education Teacher and a Literacy Instructor. The Social Education Teacher gets a monthly allowance of Rs. 30.

The work done by government centres during 1949-50 and 1950-51 was as follows :—

Period ending	Literacy centres Nos. Enrolment			Complete centres Persons literated			No. of adults made literate		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
15-11-49	462	46	508	10,224	582	10,806	4,694	250	4,944
15-2-50	492	46	538	10,793	693	11,486	5,543	217	5,760
15-5-50	492	46	538	9,259	616	9,870	2,187	61	2,248
15-11-50	492	46	538	9,520	570	10,090	2,546	46	2,594

NOTE.—Work was done for nine months only (February 15 to November 14, 1950, during the year 1950-51.

* The statistics are not comprehensive.

The total literacy work done in Bengal during the period was as follows:

1947-48	. . . . .	Not known.
1948-49	. . . . .	Not known.
1949-50	. . . . .	12,132 persons made literate during six months from Aug. 15, 1949 to Feb. 14, 1950.
1950-51	. . . . .	15,239 persons made literate during nine months from Feb. 15, 1950 to November 14, 1950.

Libraries

100 libraries were set up in selected places as follow-up institutions. Each library was equipped with suitable books and literature for neo-literates and a sum of Rs. 300 was given to each. Radio sets were also installed in some of the libraries. This expenditure of Rs. 30,000 was repeated in 1950-51. A part of this was given to institutions which had already received grants in 1949-50 while the rest of it was given to new institutions. A sum of Rs. 76,100 was also distributed among deserving public libraries for organising reading rooms, group discussions and other cultural activities for neo-literates. Grants ranging from Rs. 300 to 1,200 were extended to about 150 such public libraries.

Audio-visual Education

During 1948-51, Government purchased the following audio-visual equipment at a cost of Rs. 4,10,403-1-0:

	Quantity
	36
16 mm film projectors	233
16 mm films	50
Screens	760
Radio sets	20
Epidiascopes	
Camera and photo goods	
Miscellaneous accessories	
Generators	

In 1949 Government set up a miniature projection-hall equipped with modern audio-visual apparatus. In rural areas films were shown with the help of the mobile units of the Publicity Department. In urban areas the staff of the film section showed films in educational institutions. By March, 1951, radios had been installed in different educational institutions to provide facilities for community listening, particularly in rural areas.

It may be mentioned that the 1948 West Bengal Adult Education Committee recommended Cultural Education as Phase-III of their Social Education programme and had suggested folk amusement to that end. Accordingly, Government encouraged such recreational and cultural activities by giving financial assistance to various indigenous folk recreational institutions such as *Jatras*, *Kirtan*, *Kathakata*, Music, Dance, etc. A sum of Rs. 15,000 was thus spent in 1949-50 and Rs. 30,000 in 1950-51 through the District Social Education Advisory Councils. This enabled them to organize 229 folk recreational programmes in 1949-50 and 267 in 1950-51, as given below :

<i>Yatra</i> (Open air drama)	124
<i>Kathakata</i> (Reading and recital from Holy Books)	15
<i>Kirtan</i> (Congregational devotional songs)	23
<i>Kavigan</i> (Metrical duel with Lyrical interludes)	4
Drama	101
	<hr/> 267

Literature

During 1950-51 Government published two dozen wall-charts, and distributed them free to Social Education Centres in large quantities. These charts were planned so as to serve as self-contained primers for adult illiterates. They were intended to cover the entire gamut of primary language-learning, from the initial step of the identification of the alphabets to the construction of sentences. Some propaganda charts were also prepared and similarly distributed.

A monthly journal suited to the reading abilities of the neo-literates was published and distributed free to Social Education units and libraries.

Training

The training of 547 teachers as a preliminary to the launching of the Social Education in West Bengal has already been noticed. In 1950-51, a short and intensive course of training was organized for the District Social Education Staff. The programme of training included practical manual work such as village sanitation and *safai*, craft work such as spinning and weaving, paper-making and leather work and skill in the use of audio-visual equipment. Teaching through lectures and discussions was also imparted on the principles and theories of the organisation and method of Social Education. This Officers' Training Camp was followed up by the organisation of Regional Training Camps in several districts as it was intended to be. About 200 Village Workers were thus trained in these camps.

Social Education of Special Classes

During 1950-51, the scheme of Social Education was extended to the District of Cooch-Bihar which had been merged into the State of West Bengal. 30 complete Social Education Centres were opened and a district staff, comprising the District Social Education Officer, his clerk and peon, was appointed.

A special problem in the field of Social Education was created by the tremendous influx of refugees from East Bengal. The most important task of Social Education here was to rehabilitate the refugees morally and to restore their weak and depleted morale. A start was made in 1950-51, when the Social Education Scheme was introduced into the refugee colonies. At the initial stages some wholesome recreation was provided in the form of music, drama and film shows. Later on a few Social Education Centres were also started.

Expenditure

The total amount spent during the period by Government on Social Education is given below together with the figures relating to State Expenditure on Education and total State Budget.

Year	Expenditure on Social Education		Expenditure on Education		Total State Budget
	Rs.		Rs.		Rs.
1947-48 . . .	..		89,78,415 (post-partition)		13,63,56,000
1948-49 . . .	2,52,737		1,96,80,353		28,16,53,000 (post-partition)
1949-50 . . .	4,02,690*		2,68,71,039		31,38,07,000
1950-51 . . .	5,80,264		3,04,41,117		36,38,86,000

*This includes a sum of Rs. 77,680 which was spent out of the fund placed at the disposal of the Government of West Bengal by Government of India in 1949-50.

CHAPTER 12

HYDERABAD

Introduction

The area of Hyderabad State is 82,313 sq. miles. The population in 1951 was 186,65,000 out of which 90.8% were illiterate.

Administration

The Government of Hyderabad sanctioned a scheme of Social Education at the end of 1947 and the work started in 1948. One inspector and two assistant inspectors were employed for Social Education work. They were assisted by five clerks and three peons. The whole work was placed under the direction of the Director of Public Instruction, Hyderabad.

Adult Education Centres

156 Adult Schools were opened by Government in 1948. 34 Primary Aided Schools also held Night Classes for adults. Six City Municipal Schools and four private recognized Schools brought the total of Adult Schools in the State in 1948-49 to 200. 115 more Schools were opened from September, 1950, with the advent of Congress Ministry. Out of the total of 315 schools 27 were exclusively meant for women.

Each literacy centre, *i.e.*, each school was provided with free books, slates and lanterns. Literacy was imparted in mother-tongue. The syllabus consisted of three R's., elementary general knowledge, hygiene, sanitation, agriculture, etc.

Teachers were paid an allowance of Rs. 10 p.m. plus Rs. 5 for light charges and Rs. 2 for contingency—the total comes to Rs. 17 p.m. At some centres payment was made by results @ Rs. 4 for each adult made literate. Such centres were paid a further monthly allowance of Rs. 4 for light and contingency. The literacy course was of four months' duration.

The results achieved by these centres were as follows :

Year	Enrolment			Adults literated		
	Men	Women	Total	Men	Women	Total
1948-49	8,686	609	9,295	4,120	340	4,460
1949-50	9,232	663	9,895	4,518	386	4,904
1950-51	9,896	620	10,516	6,630	318	6,948
Total	27,814	1,892	29,706	15,268	1,044	16,312

The following organisations also ran Social Education Centres for which they got the same aid from Government as the latter gave to its own Centres :

- (1) All-India Conference of Social Work, Hyderabad Branch, 15 Adult Schools.
- (2) Harijan Sewak Sangh, 14 Adult Schools
- (3) Andhra Saraswat Parishad, 10 Schools
- (4) Scheduled Caste Federation, 8 Schools
- (5) Bapu Memorial Vidyalyaya, 6 Schools
- (6) Social Welfare Centres, 5 Schools.

The statistics of work done by these Schools are not available.

The Jail Department ran six Schools in different jails. The Labour Welfare Department also ran ten schools in the three mines in the State. The Departments of Agriculture, Medical, Co-operative, etc., were also doing some Social Education work.

Libraries

In 1948-49, there were 30 public libraries on which the State spent about Rs. 2,250 for books. The number of libraries rose in 1949-50 to 50, out of which 30 were in rural areas. Teachers of adult schools were incharge of these libraries. The books were supplied by the Department.

Libraries were recognised by the Government for purposes of grants-in-aid. Grants were given for the purchase of periodicals, newspapers and books to the extent of 50% of the expenditure in the preceding year subject to the maximum of Rs. 150 for periodicals and newspapers and Rs. 300 for books. No grants were given on any part of expenditure for buildings, furniture, equipment, salaries, etc. The grant to a particular library was fixed for three years. Within this period it could not be increased; it could, however, be reduced. Inspecting officers of the Education Department had a right to inspect aided libraries. These were also required to display for public information its working hours, list of new arrivals in a particular month, list of holidays and maintain the following registers :

- Registers of books arranged alphabetically
- Register of newspapers and periodicals
- Stock Register
- Register of Subscribers
- Register of Visitors
- Register of Issue of books to subscribers
- Cash Book of library staff as well as for subscription
- Attendance Register, Ledger for Library, Register of Opinion and Ledger Book.

Aided libraries were required to submit annual statements of income and expenditure and purchase of periodicals, newspapers and books to the Inspector of Schools concerned, by the end of April each year.

No statistics are available for libraries in the State. However, 2,02,403 books were read in the biggest library of the State, the Asfia State Library, in 1950-51, the expenditure on the Library by State Government being Rs. 2,07,400.

Audio-Visual Education

The Department had a van equipped with projector, films, amplifier and microphone in 1948-49. It had also 13 films. With the help of these the Inspectorate arranged several film shows in various places. Talks pertaining to Social Education were also broadcast from the Hyderabad Radio Station.

Propaganda for Social Education was done by officers concerned through leaflets, posters and public meetings. Exhibitions of books and charts were also arranged on different occasions.

Training

In 1949-50, a Training Course for Social Education teachers was arranged in which 27 men and eight women were trained. Fortnightly courses were organized in all Normal Schools in the State as well as in two High Schools in 1950-51. 495 persons were thus trained, of whom 102 were women.

Expenditure

The following table shows the comparative expenditure on Social Education by the Government :

Year	Expenditure on Social Education	Expenditure on Education	Total State Budget
	Rs.	Rs.	Rs.
1948-49	83,861	3,48,16,000	23,99,71,000
1949-50	85,961	3,40,92,664	32,62,22,000
1950-51	1,13,514	3,23,87,147	30,01,44,000

CHAPTER 13

KASHMIR

Introduction

The area of the State is 82,258 sq. miles and the population is 43,70,000 (estimated as on 1-3-1950). The illiterate population between the ages of 12 and 40 is nearly ten lakh.

Administration

The State Government was entirely responsible for the Social Education work in the State. The Director of Education was in overall charge and was assisted by a Chief Supervisor of Social Education. Under the latter were two Supervisors each in Jammu and Kashmir provinces for the organisation and inspection of Social Education Centres. The Inspectors of Schools, the Assistant Inspector in the district and even headmasters of schools in several places helped in the work. Officers of other Departments as well as non-officials visited Social Education Centres and gave talks and suggested improvements in them.

Social Education Centres

The main work of Social Education in Kashmir was carried on through the Social Education Centres. The aim of Social Education in the State as given through these Centres went beyond literacy to training adults in the new way of life envisaged in the programme of the "New Kashmir". In collaboration with the National Cultural Front the activities of Social Education Centres were planned to include folk art, music and folk dance. Social Education Centres were planned on the lines of Community Centres where people can both recreate themselves and learn.

The Social Education Centres catered primarily for adults in age-groups 15-40. However, they also imparted literacy to young boys who could not attend school. In fact they comprised 20 to 25% of the total enrolment in the centres. The centres generally operated in School premises and were open from 6 to 8 p.m. in winter and 7 to 9 p.m. in summer, depending upon local conditions.

Before locating a Centre, the overall needs of the locality were surveyed and the Centre was selected in cooperation with other National building Departments and non-official agencies. The survey included the number of literate and illiterate adults, their age, occupation, average

income and local cultural activities. As far as possible, a Centre was located in a population of at least one thousand and among its other programmes it aimed at making 60 pupils literate within a period of six months.

The Social Education scheme started on 15th October, 1949 and 20 Centres in Jammu province and 20 in Kashmir province were started, though not all at the same time. The personnel in charge of the Centres were selected from people who were influential in the locality. Some of them were retired teachers. They were given a short intensified training course before taking up their responsibility. They were given an honorarium of Rs. 20 p.m. Teachers were in fact found more useful than others.

Each centre was supplied with 60 primers, 60 wooden *takhties*, reed pens, one hurricane lamp, one rupee p.m. in lieu of kerosene charges and a set of 80 library books.

At first it was planned to have two types of Centres—Social Education Centres and Community Centres. Social Education Centres were merely to impart literacy and to make literate 60 individuals in six months and then shift to other places leaving behind Community Centres. However, later at the end of June 1950, all the previously existing 40 Social Education Centres were transformed into Community Centres and all future Centres were also planned on the lines of Community Centres.

Talks on 75 topics were given in these Centres. These topics related to health and hygiene, civics, general knowledge, domestic science, etc. 150 copies of these talks with details were lithographed by the office and distributed to Centre workers. Local leaders were encouraged to give talks in the Centres on their problems, to find solutions for those problems with or without Government help. At first adults were taught in the Urdu script but later on Kashmiri script was introduced. Music entertaining groups were organized in most of the Centres. Local festivals and co-operative efforts sanctioned by custom were fully exploited in the service of Social Education and recreation. In this way people found self-expression, e.g., through music. Craft work was also done in certain Centres. Knitting, making of grass mats, clay modelling, tailoring, and soap making were some of the crafts introduced. Social Education Centres helped considerably in popularising industries like cocoon rearing, poultry farming and bee-keeping.

Newspapers were read regularly in the Centres and this proved popular. Newspapers and magazines were supplied regularly to the Centres.

The total number of Centres was 80 at the end of June 1950, but after November 1950, 40 more Centres were opened. During 1949-50, 4,800 adults were under instructions at the Centres, whereas in 1950-51.

6,100 adults were thus being instructed. By 31st March, 1951, 8,863 adults were made literate. Of these nearly 5,000 adults became members of their Social Education Centres in which capacity they received post-literacy education and participated in other activities of the Centres.

The Social Education Centres in the State helped greatly in arousing community consciousness and community effort, e.g., in setting up village latrines, cleaning drinking water springs, constructing village roads, community centre houses, etc.

Audio-Visual Education

Nine of the Social Education Centres had battery radio sets installed in them by the Broadcasting Department of the State. Some hand made charts prepared by Social Education workers were also used in the Centres.

A monthly magazine called *Mera Parcha* containing articles on Social Education was being used in the Centres.

Training

As stated earlier, workers of the Social Education Centres were given training in their work before taking up their responsibilities. A ten-day course at Srinagar for workers in the Kashmir province was given in October 1949. A similar course for workers of Jammu province was given at Jammu in 1949. This training aimed at imparting to the trainees a knowledge of the method and technique of adult literacy and of the various aspects of community service. A short syllabus of this training, comprising 24 topics, was drafted and talks on them by experts of Education and other Nation Building Departments were arranged. For the guidance of social workers so trained, a syllabus of topics and sub-topics to be dealt with at the Social Education Centres, was also prepared by the Department. This comprised about 70 topics dealing mainly with—

1. Body-care and hygiene
2. Village sanitation
3. Common diseases
4. Care of children and the sick
5. Civics, citizenship and cooperation
6. Village economics, agriculture and rural occupations
7. General Knowledge with special reference to "New Kashmir".



The trainees were given T.A. expenses and free lodging. Each trainee was paid a rupee per day as food allowance. 47 workers were thus trained at a cost of Rs. 515. Of these 47, two were lady workers and five supervisors. The officers of the Nation Building Departments other

than the Education Department also helped in these courses. By the end of 1950-51, three more such courses were held. Nearly 300 workers were thus trained in the five training courses.

Social Education of Special Classes, Problems and Difficulties

The All-India Spinners Association, Srinagar Branch, opened a special Centre for about 100 illiterate labourers in the middle of 1950. The labourers were asked to contribute to this on the following scale :

- 1 pice per rupee out of their income for literacy
- 1 pice per rupee for the education of their children
- 2 pice per rupee as compulsory saving.

The progress of this scheme is not known. Social Education Centres were also located in the Silk Factory, Jammu, the Police Lines, Jammu, *Gabba-Makers'* Centres at Anantnag and a Centre for Motor Lorry Drivers' and Cleaners' at Srinagar. The Centres at these places functioned in the breaks in working hours and one and a half hours were thus utilized for instruction and recreation of the people. In fact the Social Education Centres have proved more popular in such places than in other urban places.

The work with women did not progress satisfactorily. Two Centres for women were working—one in Jammu and one in Kashmir—as an experimental measure with about 70 illiterate women under instruction at the end of 1950-51. At these Centres emphasis was laid on topics like the happy home, child and maternity care, knitting, sewing and spinning on the *charkha*, kitchen and house cleanliness, and the reading of religious books.

The Social Education scheme in Kashmir was not quite successful in the urban areas. The Centres where it was successful were located at institutions where adults assembled every day for earning their livelihood, such as the Silk Factory, Jammu, the Police Lines, Jammu, The All-India Spinners' Association, Srinagar, *Gabba-Makers'* Centre, Anantnag, and Motor Lorry Drivers' and Cleaners' Centre at Maisuma, Srinagar. The Centres at these places functioned during the break in working hours, where an hour and a half was kept apart for instructional, recreational, and cultural activities. At the Police Lines, besides literacy, rudimentary knowledge of Police regulations and geography of the State was imparted to the members, with the result that they could read a regulation or a survey map. Elsewhere in the urban areas, the people were too busy during the day, and in the evening, there were other places of amusement, like the cinema and the community listening-in post to keep them engaged. In the rural areas on the contrary, it was difficult for want of money to meet the insistent demand for more Social Education Centres.

Expenditure

During each of the years 1949-50 and 1950-51, the Education Department spent Rs. 30,000 on Social Education. The major heads of the expenditure were as follows:

	Rs.
1. Allowances to social workers	15,000
2. Supervision	9,000
3. Contingencies, including charts, primers, books, <i>takhties</i> , chalk, lighting, musical instruments, newspapers, etc.	6,000
Total	30,000

During these years the State spent Rs. 37,54,322 and 42,70,000 respectively, on Education, the total State budget during the two years being Rs. 4,34,11,101 and 4,84,48,000 respectively.

CHAPTER 14

MADHYA BHARAT

Introduction

The area of the State is 46,710 sq. miles. The population in 1951 was 79,41,000 out of which 89.2% were illiterate.

The area now known as Madhya Bharat was a conglomeration of several states, big and small, prior to July, 1948. During the pre-merger period Social Education was almost unknown in the area and just after merger the conditions were not favourable for it.

The present work of Social Education in the State is carried on partly through the Government and partly through non-official agencies. Besides the Department of Education, the three other non-official agencies which have taken active interest in the field, are—

- (1) *Proudha Shiksha Sanstha*, Garoth.
- (2) Adult Literacy Committee, Indore.
- (3) Madhya Bharat *Proudha Shiksha Sanstha*, Indore.

Achievements

During 1949-50, 160 Social Education classes were run directly by the Government and supervised by the District Inspector of Schools. Primary school teachers with a sprinkling of secondary school teachers were in charge of these schools. They were getting an honorarium of Rs. 10 p.m. The duration of the classes was four months and there was a fixed syllabus. However, in some cases the duration of the course was extended even to six months. 11 workers held peripatetic classes in *Bhil* areas, each of them getting a remuneration of Rs. 10 p.m. from the Government.

Besides the above classes run directly by the Government or sponsored by them, 104 classes were run by voluntary organisations. 18 of these were financially assisted in the form of payment to teachers at the rate of Rs. 10 p.m.

During 1950-51, the Department ran 182 Social Education classes including 14 classes for women. The average attendance in these classes was 4,136. Besides, 100 classes were run by voluntary agencies. Of these the *Proudha Shiksha Sanstha*, Garoth (District Mandsaur) organised 100 classes whose enrolment as recorded on 15th August, 1946 was 1997. The Madhya Bharat *Proudha Shiksha Sanstha* conducted ten day classes and 15 night classes and the Indore Adult Education Association ran four Centres for men and two for women. The number of adults made literate in 1949-50 was 5,040 and in 1950-51, 15,146.

Libraries

The Government of Madhya Bharat maintains two government libraries, one at Lashkar and the other at Mandsaur. Both the libraries are situated in rural areas. The membership is open to adults for an admission fee of rupee one. There are no annual fees. Only a sum of Rs. 5 is charged as deposit against books issued.

Statistics are available only for the Central Library, Lashkar, which had 4,135 members in 1950-51. 4,841 books were added to this library in 1950 and 5,332 in 1951. In 1950, 1,18,000 books were circulated, while in 1951, 1,15,808 books were issued.

The total expenditure on libraries in the State was Rs. 1,23,053, out of which Rs. 38,145 was spent from government funds. Of the latter, Rs. 3,500 were spent on the Mandsaur Library and the remaining on the Lashkar Library.

The Madhya Bharat Library Association was established in 1950 but it has not so far been active.

Audio-Visual Education

The Education Department had an old van fitted with 16 m.m. projector and microphone and four projectors. Though no details are available, it appears that from the provision of Rs. 8,200 for audio-visual education in 1949-50 budget, that some work in the line was done that year.

Social Education Melas

The Department of Education utilized the technique of *melas* in the service of Social Education. Recreational activities including rural games, talks on community life, etc., were some of the features of these *melas*. 30 such *melas* were held during 1950-51. The first *mela* was held on 10th June, 1950. The average number of persons attending each *mela* was about 2,000.

Training

The State made Social Education a compulsory part of training in the Teachers' Training Schools. Refresher Courses of 21½ months' duration were also held for teachers.

Expenditure

The comparative figures of expenditure on Social Education in Madhya Bharat are given in the following table :

Year	Expenditure on Social Education	Expenditure on Education	Total State Budget
	Rs.	Rs.	Rs.
1949-50*	28,200	1,21,01,500	10,89,44,500
1950-51*	64,000	1,41,37,500	1,87,67,200

* Including expenditure of Rs. 8,200 on Audio-Visual Education.

CHAPTER 15

MYSORE

Introduction

The area of the State of Mysore is 29,451 sq. miles. Its population in 1951 was 90.72 lakh out of which 79.7% were illiterate.

The Mysore State Adult Education Council

Social Education work in Mysore is carried on by the Mysore State Adult Education Council. The Council has grown out of small beginnings in 1940, when the Mysore University Union launched a literacy campaign in Mysore City. Formerly, under the name of Mysore State Literacy Council, it worked only for literacy, but since 1945, it has changed into the Mysore State Adult Education with its main activities as follows:

- (1) Organising of literacy classes and follow-up book clubs
- (2) Organisation of libraries
- (3) Conducting People's colleges
- (4) Conducting general education as part of the follow-up programme
- (5) Publication of graded books for literacy classes and libraries
- (6) Encouraging folk arts
- (7) Research in literacy and adult education methods.
- (8) Training of teachers and workers.
- (9) Running of Social Service camps.

The Council, though enjoying the full cooperation and support of Government, is a non-official body with membership as follows:

- (1) President
- (2) Vice-President
- (3) Treasurer
- (4) General Secretary
- (5) Chief Executive Officer
- (6) Three Divisional Officers
- (7) The Convenors of Sub-Committees
- (8) Hony. Secretaries of District Committees
- (9) Director of Public Instruction (*ex-officio*)
- (10) The Commissioner for Rural Development (*ex-officio*)

- (11) Ex-Presidents of the Council
- (12) Secretary, Kannada Sahitya Parishad
- (13) Secretary, Mysore State Adult Education League
- (14) Secretary, Mysore State Women's Conference
- (15) Secretary of the University Teachers' Association
- (16) Ten members to be nominated by the Government of Mysore
- (17) Two members elected by the People's Education Association
- (18) Founder members of Mysore State Literacy Council
- (19) Donors paying Rs. 1,000 or more
- (20) Not more than five members co-opted by the Council.

The activities of the Council are conducted through the following 11 sub-committees, each working under the control of its Secretary and assisted by a committee of experts :

- (1) Language
- (2) General and Visual education
- (3) Folk Arts
- (4) Libraries
- (5) Publications
- (6) Pustaka Prapancha
- (7) Belaku
- (8) Vidyapeeth
- (9) Stores
- (10) Script Reform
- (11) Audit

The organisation of the work is as follows :

At the head and guiding the whole work is the Mysore State Adult Education Council as stated above. In the three Divisions there are Divisional Officers each in charge of the work for a whole Division.

Then there are the 12 District Adult Education Committees—nine for the nine districts and one each for Mysore City, Bangalore and Bhadravathi. Each district has—

- (a) An Organising Secretary who is a paid worker of the Council
- (b) An Organiser who starts literacy classes, puts them into working order, regulates the work in these classes, instructs teachers how to do the work and supplies all the necessary implements and facilities to them
- (c) A lady organizer

In the nine districts of the State there are 81 *taluks*. A supervisor is in charge of work in each *taluk*. He looks after the organization of the literacy classes, organisation of follow-up clubs, libraries, folk art displays, and distribution of adult education material to classes and supervises the work in general. A supervisor is in charge of 30 to 40 classes.

The Council can always count on the support of Government departments in its work. The officers of the Education Department help in supervising and inspecting the classes and conducting the examinations. The officers of the Rural Education Department help in running Social Service Camps and in arranging folk art displays. The Deputy Commissioners and other Revenue Officers help in the organisation of literacy classes and libraries. The Chairman and members of the Local Self Government bodies help the Council by grants and in the cooperation of organisational work. The Council obtains through the supervisors the cooperation and support of the Village Officers and the Village Panchayats.

The following is an account of the work done by the Council during 1947-51 :

Literacy

Literacy work is perhaps the biggest work of the Council. It has defined literacy as :

- (1) The ability to read and comprehend a newspaper article
- (2) The ability to write a letter
- (3) The ability to do simple calculation
- (4) Acquaintance with the allocations, ideas of the history and geography of the country and the social and political institutions in the country.

Literacy is imparted in the mother-tongue of the adults, which for the great majority is Kannada. The duration of the course is six months and is based—except for a small number of classes in Tamil, Telugu and Urdu—on text-books prepared and published by the Council. These text books comprise Primer I, Primer II and the Reader, the cost of the set being annas -/3/6.

The course of training has been divided into two stages—primary and post-literacy. In the primary course the adults are taught the alphabets and its combinations and are given practice in reading printed matter in bold-type. The post-literacy course gives greater practice in reading and writing.

Classes are held in school buildings, *Bhajan Mandirs*, *Anjumans* or Village *Chawadies*.

There are three types of classes sponsored by the Council :

- (a) Regular evening classes for groups of 20-28 adults.

(b) Regular day classes for groups of 10-15 adults, women or labourers in factories.

(c) "Make Your Home Literate" groups conducted mainly by students of High Schools or Colleges for illiterate members of their families.

Any person having passed the Lower Secondary Examination is eligible for appointment as a teacher. However, 95% of teachers are from the Government primary schools.

In 1947-48, each teacher was paid Rs. 2 for an adult made literate. However, lady teachers, teachers working among depressed classes and teachers in Bangalore were paid at the rate of Rs. 3 per adult made literate. In 1948-49, the rates were uniformly increased to Rs. 3 per man made literate and Rs. 4 per women made literate. Each teacher was trained in the work before taking it up. The details are given later under the head "Training". All class equipment and material was supplied free by the Council. Only, where possible, the Village Panchayats were persuaded to provide the lights.

At the end of the course the adults were examined and successful pupils were awarded certificates. The examinations were conducted with the help of Inspectors of Education Department and the Local literate gentlemen and therefore without any extra financial burden on the Council. At the end of the first course pupils were tested in reading out of their text books, in reading an unseen passage in bold type and in writing a simple passage to dictation. At the end of the second course pupils were tested in reading a newspaper and writing a letter.

The record of literacy work done by the Council during the period was as follows :

Year	No. of classes	Enrolment	Persons made literate
1947-48	4,557 (335)	93,109	34,327
1948-49	4,240 (475)	87,013	34,022
1949-50	3,784	76,852	34,175
1950-51	2,396 (400) (Approx.)	47,095	35,931
		3,04,069	1,38,455

(Figures in brackets relate to women)

The better results in the later years were due to the better supervision of classes.

Further Education

The Council has a three-fold follow-up programme after the literacy classes—

- (1) The book clubs or *Vidya Mandirs*
- (2) Tutorial classes
- (3) *Janatha Siksha Kendras* or the Community Centres.

The work done in the three spheres during the period was as follows:

Book Clubs.—After the literacy course the adults form themselves in book clubs for the preservation and enhancement of the literacy skills acquired by them. The Council presents each club with a library of 100 booklets specially written for them in simple Kannada on various subjects of adult interest and printed in bold and attractive type. A weekly paper, *Belaku* (Light), is published for the students of literacy classes and the members of the book clubs.

The following numbers of books were distributed as follows during the period:

1947-48	2,05,065	(Estimated for 1,877 book sets)
1948-49	1,90,800	(Estimated for 755 book clubs)
1949-50	1,70,280	
1950-51	1,07,820	

An interesting variation of the book club was tried in Mandya district in 1947-48. With the help of the Revenue Department reading classes were conducted at some Centres. A teacher was appointed for each Centre for six months at Rs. 6 per month. The teacher read extracts from interesting books. The students also read these books for an hour or so each day.

Tutorial Classes.—The Council planned in 1947-48 a scheme of tutorial classes for adults who wanted to do serious study after the completion of the elementary course. Courses of study on various subjects were offered through regular lectures and correspondence and certificates and diplomas awarded to successful candidates. The scheme had not commenced by 31st March, 1951.

Community Centres.—These were established in selected villages in order to train rural people to think by themselves about their everyday problems and to awaken their consciousness for the current affairs. These centres dealt with the following subjects :

- (i) Civics, covering constitution and citizenship
- (ii) Current affairs, dealing with important world events of topical interest
- (iii) History—of our land and the world

(iv) Economic problems, rural, agricultural and industrial economics

(v) Sociology, dealing with family, society and Nations

(vi) Astronomy, that is, planetary system.

There were 22 Community Centres working on 1st November,

1951. The district-wise details are furnished below :

	1
Mandya	2
Bangalore	6
Tumkur	8
Chitaldrug	5
Chikmagalur	22
Total	

Libraries

The Council has established a network of libraries specially in the rural areas. These were the natural developments of follow-up clubs or book clubs.

Mysore State has 16,000 villages and the library service now covers nearly one-tenth of them and nearly one-eighth of the population. To have a library, the village Panchayat has to make a minimum grant of Rs. 25 for initial equipment and a minimum recurring grant of Rs. 25 for the maintenance of the library for the next three years. The Panchayat has also to provide a suitable building with furniture and lighting for the library. A reading room is attached to every library. The Council contributes Rs. 75 for the first year (and more if the initial contribution of the village is higher) and an equal grant (Rs. 25 or more, as the case may be) for the subsequent years. The Council also helps to set up a library committee, which includes the Librarian who acts as the Secretary of the Library. The Library Committee regulates the working of the library, selects books and newspapers for its readers and collects grants and donations and plans its own expenditure.

The Council appoints the librarian—generally from among the teachers of the area—in consultation with the Local Library Committee. The Librarian gets an honorarium of Rs. 2 p.m. The Council, however, acts as a treasurer and advises the Committee on the proper allocations for a minimum budget of Rs. 100, which as we have seen includes Rs. 25 from the village and Rs. 75 from the Council—

	Rs.
Books	30
Newspapers	20
Boxes and contingency	26
Librarian's remuneration	24
Total	100

The Council has besides taken up the following functions to promote libraries in the State:

- (1) It arranges short training courses to groups of librarians of an area soon after their appointment. The course comprises: the aim and scope of the library movement, history of the library movement in India and outside, book selection, numbering, cataloguing, shelving and aids to reading.
- (2) The Council publishes monthly *The Pustaka Prapancha* (the Book World) meant specially for librarians and book lovers. It contains matter on library science, reviews of books and short summaries of useful books and articles published in other languages on the model of the *Reader's Digest*.
- (3) The Council has established an expert committee to select the first sets of books to be presented to a rural library. It will be interesting to note the kind of sets supplied during 1948-49. These include 110 books as follows:

Short stories	2
Novels	2
Literary criticism	2
Poetry and Drama	2
History	2
Biography	2
Popular Science	2
Popular Arts	2
Travel	1
Sociology	2
Adult Education Series	85
Children's Books	5
General & Library Science	1

- (4) Through an expert committee, the Council guides the rural librarian in running his library, for example, the cataloguing of books. It issues every catalogue of new books suitable for rural readers.
- (5) It runs a book store to enable libraries to obtain their books and equipment cheaply and quickly.

It was soon found that though the books were popular they soon lost their appeal and hence the Council realised the need of periodically infusing fresh stocks of books into these libraries. Central Libraries were established to this end. These libraries stock on an average 2,500 books of every description in Kannada and keep multiple copies of books in

greater demand. A village library can become a member of a Central Library by paying an annual subscription of Rs. 2. This entitles it to borrow 30 to 40 books at a time and renew the loan after return of these books.

The progress of libraries during the period was as follows :

Year	No. of Central libraries	No. of rural libraries opened during the year	Total No. of rural libraries at the end of the year
1947-48	4	196	1812
1948-49	5	82	1894
1949-50	5	72	1966
1950-51	6	65	2031

It is generally observed that while a village may be enthusiastic about having a library at the beginning, the enthusiasm soon ebbs away leaving behind an inefficiently run library. The contributions of the local library committees also fall into arrears.

The Council has been spending the following sums on the libraries during the period:

	Rs.	AS.	PS.
1947-48	35,725	14	6
1948-49	39,083	13	0
1949-50	23,765 (for nine months)	2	9
1950-51	39,048	6	6
Total	1,37,623	4	9

Besides the work of the Council, libraries are also aided under Government rules of Grants-in-aid to public libraries and reading rooms. The grant is given to libraries which agree to Departmental supervision and inspection and are under the management of a properly constituted committee which should have at least nine members, of whom $\frac{2}{3}$ will be elected by paying members of the library and $\frac{1}{3}$ nominated by the Department.

Subject to funds available, the proportion of grants to expenditure is as follows:—

- (i) $\frac{1}{2}$ the pay of librarians and servants, subject to the maximum grant of Rs. 25 per mensem
- (ii) Not exceeding $\frac{1}{3}$ of the initial cost of furniture and $\frac{1}{3}$ of the items added.

- (iii) Some for books, newspapers and periodicals
- (iv) For libraries serving a population of less than 5,000, grants up to 1/2 the cost of books are given
- (v) Up to 2/3 the cost of the newspapers and periodicals may be met for libraries run by Village Panchayats
- (vi) Grants for newspapers and periodicals should not exceed that for books.

In 1950-51, 48 Public Libraries and Reading Rooms were aided by the Government under these rules, the expenditure thus incurred being Rs. 12,115.

Audio-Visual Education

To arouse the intellectual interests of the masses, lectures, recitation of Kannada Bharatha, Ramayana and other epics, magic lanterns and film shows, exhibition of books and posters were periodically arranged in areas where the literacy campaigns were in progress. Films supplied by the Government of India and the United States Information Service were utilized. The Council also produced three films of its own.

In 1947 the Council had a battery model silent projector and ten 16 m.m. films. Since then it has expanded its audio-visual equipment considerably. In 1947-48 it acquired a portable generator and two sound projectors, a mobile van, 12 films, a gramophone and 50 gramophone records. In 1948-49 it produced two films: one, a documentary film displaying the activities of the Vidyapeeth and, another, narrating a propaganda story (Eera-beeri). These films and another one produced in 1949-50 on "Students' Social Service Camps" have proved very popular. By March 1950, the Council had acquired two mobile vans and three projectors and had a library of 73 films. It also had a wire recorder for recording folk songs, etc. By March 1951, the Council's film library had about 100 films. The Council has also been making additions to its audio-visual staff according to need. As the audiences at film shows are mostly composed of illiterates the Council has employed commentators to explain the subjects of films to them. Short talks were given on these occasions by educated people and leaders on all aspects of common village improvement:

The statistics of film shows given by the Council during the year are as follows:—

Year	Film Shows
1947-48	80
1948-49	220
1949-50	159
1950-51	250

Folk Arts

A unique feature of the work of the Council is its promotion of folk arts in all their variety—folk songs, folk plays (Yakshagana, marionette plays and shadow plays), folk games and folk dances. This is done in various ways. Folk arts are displayed on meetings and other important functions; folk festivals are held and financial assistance is given to artists to enable them to develop and keep alive their arts. A competition has been held for awarding prizes for collection of folk songs. The Council is also trying to set up a museum of folk arts. It has set up a committee of experts for this purpose.

The Council has also made a survey of folk arts in the country, with a view to developing them in the interest of rural renaissance and to use them in the service of Social Education.

Two folk arts festivals were held in 1948-49 and two in 1950-51 in connection with cattle shows. Folk entertainment has become a regular feature in the evenings at Dasara exhibitions. Besides encouraging folk arts, this also helps in popularizing folk arts in urban areas.

In 1950-51, a sum of Rs. 5,000 was apportioned in the Budget for folk arts festivals. An allotment of Rs. 250 was made from this fund to each district towards expenses of Folk Arts Festivals.

Students' Social Service Camps

Ever since its inception, the Council has had fortunate relations with students. It was born out of the work initiated by the Mysore University Union. High School and College students have conducted literacy classes and done propaganda on behalf of the Council. They have conducted "Make Your Home Literate" campaigns under the name of "Students Summer Campaign".

Recently, the Council has tapped youthful energies in the cause of Social Education as has perhaps been done nowhere else in India.

In 1949, High School and College students took up rural reconstruction work in selected villages under the auspices of the Council. 22 Camps were conducted in which about 500 students participated. These camps were run for a fortnight each. The value of rural development work done by them was estimated by the Government at Rs. 39,500. The Council also set up a Pilot Project at a village named Hulikere on the occasion of the Unesco Seminar on Adult Education held in Mysore during November-December, 1949, with the object of giving a suitable background to the problems of rural adult education. This was greatly appreciated by the delegates who attended the Seminar.

In the summer of 1950 (that is to say, in the month of April and May), again, 20 Camps were held in which 35 teachers and 350 students, including a few scouts, participated. Their work was valued by the Government at Rs. 40,000. These Camps lasted one month each, except one or two Camps which were extended by a fortnight at the request of the villagers. In the latter case, the villagers bore the entire maintenance expenses of the campers for the period.

There were two Camps at an average per district and there was also a Ladies' Camp.

One or two teacher-leaders were in charge of each Camp. These teachers were members of the staff of High Schools and Colleges to which the students belonged. They explained the objective of the campaign to the students before actually starting the work. The teacher-leaders also were required to submit reports of the work done by them, and a statement of expenditure incurred on the Camps under their charge to the Council within a fortnight from the date of closing of their respective Camps. The teacher-leaders also guided the students in the work of the Camps in its various conditions. The leaders invited local leaders and other prominent men to share in the work. The following type of work was done:

- (a) Village sanitation, first-aid
- (b) Preparation of a long-term plan for the reconstruction of the village
- (c) General Education (modern science and its application)
- (d) Civic duties
- (e) Importance of literacy, library and reading room
- (f) Development of drama and folk art
- (g) Compost manure, and
- (h) Youth Clubs.

Each batch selected its own village. In accordance with instructions of the Council each Camp was not to cost more than Rs. 30 per member. Each Camp was given Rs. 50 for equipment.

The daily programme was generally as follows :

The day's work started with *Prabhat Pheri* at 5 a.m. with *Bhajan* recitals. This was followed by discussion on Social Education, village sanitation, education of children, cooperative farming, etc. During the day campers repaired roads, carried out cleaning campaigns, visited houses (particularly labourers' houses), and discussed with the villagers the importance of cleanliness, home sanitation, the various diseases and their remedies. They gathered together children, organised their play and recited songs. They gathered together adults for discussion on current topics, administration of a village panchayat, their duties towards the Government, their part of work in the Grow More Food Campaign, etc.

They also organised folk games for the adults. At night there were recitals of poems, *Bharatha Vachans*, newspaper reading, discussions on social problems, folk songs, folk plays, folk dances, folk games and other activities in cooperation with the villagers. The day's work ended at 10 p.m.

Production of literature

Early in its work the Council realised the importance of suitable literature in the field of Social Education. At present it is one of the largest publishers of Kannada books. The details of the publications are as follows :

- (1) *Text books for literacy classes*—As we have seen, these are Primers I, II and the Reader. 1,50,000 copies of each were printed every year during the four years of Report.
- (2) *Adult Education Series*—There were 83 books in the series before the beginning of the period and ten new books were added during 1947-51. 6,000 copies of each of these books on various subjects have been printed. 30 books have been reprinted.
- (3) *The Library Series*—These are books of more advanced nature. Six books have been published in the series up to March, 1951.
- (4) *Science Series*—Up till 1949-50, there was only one book, named 'Our Earth', published in the series.
- (5) People's Ramayana, by Prof. K. V. Puttappa.
- (6) *Belaku*—6,000 copies of this paper are published every week. The number of subscribers in 1949-50 was 5,253, while in 1950-51, it was 4,044.
- (7) *Pustaka Prapancha*—This monthly has been described earlier in the portion dealing with libraries. It is published in editions of 1,000.

Folders on useful subjects were sometimes brought out as supplements of *Pustaka Prapancha*. The journal had 900 subscribers in 1949-50 and 810 in 1950-51.

- (8) Publicity literature, such as reports, schemes, etc.
- (9) Monographs, research articles and posters on Adult Education.

The expenditure during 1947-51 on production of literature was—

Year	Rs.
1947-48	38,674
1948-49	34,903
1949-50	52,245
1950-51	22,277

Training

Mention has already been made of the training of literacy teachers and librarians which is a regular feature of the Council's work. Training camps for teachers are conducted in selected villages and teachers from all over the *taluk* are trained in these camps. Each teacher taking his training is paid Rs. 3 which covers the cost of travelling and boarding. The training is conducted by the officers of the Council as part of their duty. The training courses last for 12 hours during week-ends. 80 such camps were held in 1949-50, at a cost of Rs. 2,536. In 1950-51, 1,500 teachers were trained. Besides, some Social Education workers and supervisors were also trained.

Besides teachers' training camps, library training camps were also held as need arose. In 1947-48, such camps were held at two centres in each district. The course of instruction during these camps has been described earlier. In the same year ten selected supervisors were given intensive training in Social Education work for three months at the Vidyapeeth. Refresher courses for Organisers and Organising Secretaries were held at the Central Office of the Council on 29th and 30th October, 1947, and detailed instructions were given regarding library work and office management. A refresher course for teachers was also arranged at Bangalore.

Same activities were continued during the next three years.

Vidyapeeth

The special feature, however, of the Council in the field of training of Social Education workers is the training of rural leaders at the Vidyapeeth at Nanjangud, 16 miles from Mysore. The Vidyapeeth is a residential institution on the model of the Danish Folk Schools. It purports to give to students selected from villages a liberal education as well as training in cottage industries. It thus offers professional as well as cultural training and training in Social Reconstruction work.

The daily time-table of the Vidyapeeth includes four hours' work on farms, two hours on lectures and discussions and two hours on group games, songs and entertainment. Each pupil learns a farm industry sufficiently well, besides understanding the several agricultural methods and their business aspects. Lectures and discussions are organised on the following subjects :

- (1) History of Mysore, India and the World
- (2) The story of Kannada literature
- (3) Social economy of Mysore
- (4) Religion and Ethics
- (5) Civics and Citizenship

- (6) Theory of agriculture and animal husbandry and allied subject
- (7) Practice and theory of house-keeping and farm accounts
- (8) Panchayat administration.

Emphasis is laid on group singing, *bhajans* and reviving active interest of the pupils in various forms of folk arts. Encouragement is given to the revival of a village wrestling centre and rural games. The syllabus is suited to the needs of the pupils of the local community.

The Vidyapeeth started work in 1947. About ten acres of land were bought. Later on another piece of land, nearly 16 acres large was acquired on rent. An attempt was made to make the Vidyapeeth self-sufficient in food. The Vidyapeeth students prepared compost manure, kept stud bulls, made *khadi* cloth and mats along with other industries. A day is set aside every week to go into a nearby village for a cleaning campaign. One evening in the week is devoted to singing songs and hymns together with the village folks. The Vidyapeeth students also ran a number of adult literacy classes and 12 village libraries. A special feature of the Vidyapeeth is its convocation and *jatra* or fair. Propaganda work is done on this occasion to entertain and educate the villagers. Useful film shows and folk art displays are given. Scholars are invited to give popular discourses. These occasions are attended by thousands of villagers and sometimes they themselves offer programmes.

The first batch of students received their certificates on 24th January, 1948. Between 1947-51, Vidyapeeth has trained 150 students in about eight batches.

In 1949-50, the *Adyapak* of the Vidyapeeth toured villages which had contributed students to the Vidyapeeth and instructed the ex-students in the way they could make their training useful to the villagers. Some students of the Vidyapeeth conduct rural service in all aspects in their villages. Three of them started Education Centres in Rural Welfare under the auspices of the Council.

Years	No. of batches	No. of students	Income	Expenditure
			Rs.	Rs.
1947-48	2	24	1,311	15,722
1948-49	2	63	4,213	28,776
1949-50	2	29	3,203	19,487
1950-51	1	12	2,380	22,300

Research, etc.

The Council is conducting research under experts in various aspects of Social Education. A list of the most familiar words in use among rural folk is being compiled. This will help in the publication of adult literature. For a number of years the Council has also been engaged in the reform of the Kannada alphabet.

Conferences, Publicity and Propaganda

An Adult Education Conference, the first of its kind in Mysore, was held at Closepet from 26th-28th March, 1948. Adult Education Day was also celebrated all over the State on 27th January, 1948 as advised by the All-India Adult Education Association. In December 1948 the Council played host to the sixth All India Adult Education Conference held in Mysore. In May 1949 the Mysore State Adult Education Council Workers' Conference was held at Chintamani in Kolar district. In November-December 1949, the Unesco Seminar was held at Krishnarajasagar near Mysore City.

Education of Special Classes

The Council has always paid special attention to illiterate adults in labour areas. Bhadravathi Iron Works, which employs a large number of labourers, has cooperated with the Council and a number of literacy classes were conducted in the factory. Similarly, Krishnarajendra Mills also cooperated with the Council.

The Council also did literacy work among women. We have indicated in the portion of the subject dealing with literacy classes the number of literacy classes run for women during the years 1947-51 and we have mentioned the appointment of women organisers for each district. Women also ran a Social Service Camp in 1950 under the auspices of the Council. The women stayed for one full month in the village, mixed with the children and the women folk and did social service work. Their work was greatly appreciated.

Difficulties faced by the Council

The difficulties which the Council has met with in the course of its work reproduce the pattern as it exists in other places. For example, it is difficult to induce adults to join the classes and it is still more difficult to make their attendance regular. Difficulty has also been experienced in obtaining an adequate and regular supply of kerosene oil. There is no sufficient supervision of the classes as there are too few organisers. Difficulties are greater in the case of work with women. The women tutors are not too many and the women who join the classes do not apply themselves sufficiently to their work.

Expenditure

By far the largest part of the Council's income was derived from Government funds. Local Boards and Municipalities also made grants to the Council for literacy classes and libraries in their areas. Patrons and sympathisers also contributed. The income and expenditure of the Council during the period was as follows :

Year	Govt. grant sanctioned	Govt. grant actually drawn	Income from other sources	Total	
				Income	Expenditure
	Rs.	Rs.	Rs.	Rs.	Rs.
Opening Balance .		65,914	32,451	5,57,365	4,13,930
1947-48 .	5,00,000	4,59,000			
1948-49 .	5,00,000	4,40,000	31,818	4,84,318	5,18,483
Rural Development Grant.		12,500			
1949-50 .	3,80,000	3,80,000	27,990	4,07,990	4,35,428
1950-51 .	5,00,000	3,99,799	43,420	4,43,219	5,22,106
Closing Balance .					2,945
		Total		18,92,892	18,92,892

CHAPTER 16

PEPSU

Introduction

The area of the State is 10,099 sq. miles. The population in 1951 was 34,69,000 out of which 88% were illiterate.

The Scheme

The scheme for Social Education in the State was first formulated in the beginning of 1950, but it began to be implemented only in October, 1950 when the Social Education Officer was appointed. The Centres actually started functioning in February 1951.

Each Centre was placed in charge of a teacher who was either J. V. trained or a Matriculate, Giani or Prabhakar. He was paid Rs. 15 p.m. for the additional work. A short note for the guidance of the teachers was prepared by the Department and circulated to them. Kerosene oil and reading material was supplied by the Government at their own expense and a sum of Rs. 5 p.m. was paid to each Centre as contingency charges. The syllabus for the classes comprised the following subjects: Reading, writing, arithmetic, history, geography, agriculture, health and hygiene, civics and mother-craft for the Women's Centres

Results

151 Centres were functioning at the end of 1950-51, the total enrolment in these centres being 1,921.

As usual, Women's Centres were not running quite satisfactorily, with the exception of one Centre where 30 women were on its roll. The enrolment in other Women's Centres ranged from five to fifteen.

Libraries

There are only three Public Libraries in the State, one each at Nabha, Sangroor and Patiala. The membership of these in 1950-51 was 670. 7,250 books were read in the libraries and 5,399 were circulated. The State spent Rs. 8,300 on the libraries. Besides, a sum of Rs. 5,444 was spent by the Patiala Municipality.

Expenditure

The State Government reserved a sum of Rs. 69,750 for its Social Education Scheme out of the total education budget of Rs. 66,66,300. However, only a part of the provision was spent since the centres started very late in the year.

CHAPTER 17

RAJASTHAN

Introduction

Rajasthan, the second biggest state in India, has an area of 1,28,424 sq. miles. The population in 1951 was 1,52,98,000 out of which 91.6% were illiterate.

Before the integration of the State into the new Rajasthan, Social Education work of a very elementary kind was being done only in three of the major centres of the State, namely, Jaipur, Jodhpur and Bikaner. It was only late in 1949-50 that the Government of Rajasthan conceived a scheme of Social Education for the whole of the State. For obvious reasons it was difficult to expect any tangible results during the short period before March 1951.

Jaipur was perhaps the first among the States of the old Rajputana to take measures for popularising Social Education. The Scheme of Social Education, with Literacy as its integral part, was formulated in 1948. In October 1948, a Central Committee of 31 members (with non-official majority) was appointed by the Jaipur Government to help in the new undertaking. Five sub-committees, four for the districts and one for the city of Jaipur, were also set up for carrying out the policy laid down by the Central Committee.

Literacy classes and Community Centres were organised, the latter to attract larger numbers through various forms of entertainment. Literacy classes assembled for 1½ hours daily at night for men and in the day for women. The course was of five months' duration. There was a mid-term test at the end of three months of work. Certificates were awarded to adults declared successful at the Final Examination together with a religious book as a parting present. The necessary material and furniture were supplied free by the Department. School buildings were generally utilized in the villages.

Rs. 15 p.m. and Rs. 20 p.m. were paid as remuneration to the teachers at Men's and Women's Centres respectively. These were trained teachers and they were expected to make 60% adults literate at the Final Examination.

Advanced classes of 25 to 40 literate adults were run for a period of eight months soon after their passing the literacy test. Courses here were of a slightly higher standard. Workers at these Centres were paid Rs. 20 p.m.

Workers were trained at seven places. The pupil-teachers attending V.T.C. and P.T.C. classes were also trained in the technique of Adult Education. The number of trainees in 1948-49 was 415.

Public libraries were established at suitable centres for neo-literates and a subsidy of Rs. 50, together with two magazines the *Rehabar* and *Gaon Ki Bat*, were given to each library.

During the same period in Bikaner, there were 13 Night Classes in the entire State. During the Summer Vacation of 1948, an Adult Education campaign was launched with the help of teachers and students, as well as the leading citizens. The Government made a provision of Rs. 48,956 in the Departmental Budget of 1948-49. One Deputy Inspector of Schools was put on to the new work of organising Social Education in the State and three organizers were put under him to supervise the working of the new plan. Sixty Social Education Centres were established, and a syllabus of studies for the adults was drawn up. A session was to be of five months' duration.

In Jodhpur, Social Education came with the formation of the popular Ministry in the State in 1948. An intensive literacy campaign was organised, and Literacy Centres were set up at hundreds of places.

In the budget of 1948-49, money was provided to run 223 Adult Literacy Classes, and an allowance of Rs. 7 p.m. to teachers of such classes was sanctioned. All furniture and equipment was supplied free of cost to these Centres.

In some other States Adult Literacy work was being done by a number of private agencies, individual as well as associations. But there was no patronage or encouragement given on behalf of the Governments of those States.

Immediately after the merger of the different States into a United Rajasthan, no appreciable change, either in the method of work or in the administrative set-up, could be made. In 1949-50, Adult Literacy work continued in the three units—Jodhpur, Bikaner, and Jaipur—almost on the same lines as it had been before the integration. During this transitional period enthusiasm had waned as a result of a number of problems peculiar to that period. Nor was any marked progress visible during 1950-51. The grant for Social Education was just sufficient for the work in the three units, and the State was not in a position to make any further financial commitments, at least for some time to come. The relevant statistics for the period are as follows:

Year	No. of Classes	Number made literate	Grant paid
1947-48	.	.	Rs.
1948-49	.	.	available.
1949-50	.	.	1,25,428
1950-51	.	.	1,25,428
			3,49,663
			(including
			2,24,235 for So-
			cial Education.)
	Figures	not	
	345	12,225	
	425	17,500	
	521	21,120	
	1,291	50,845	

Libraries

The value of libraries and reading rooms was fully realised by some of the princely States during the pre-merger period, and by the United States of Rajasthan after the merger in 1949.

Class 'A' Libraries—These were established State Libraries in the old States of Jaipur, Bikaner and Udaipur. They were completely financed by the then Governments and had large number of members. In the post-integration period, they were taken over as State libraries and their over-all control was vested in the Director of Education. They were termed 'A' class libraries. There were local advisory committees attached to each of these institutions.

Town Libraries—These existed in the smaller States—the only difference between these libraries and those of class 'A' being one of size and variety of collection. They, too, were lending libraries, and their value was much appreciated by the local population. Eight such libraries were taken over as Government institutions by the State in 1949, and were financed and controlled by the Government. They also had local advisory committees attached to them.

Village Libraries—The former State of Jaipur had taken the initiative in this direction, and had established, at Government expense, libraries in bigger villages. Almost all of them were housed in village schools, and were looked after by one of the school-masters, who was given an allowance for this additional work. During the two years following the merger, no essential change took place, whether in their character or their role, and they continued the useful service they were doing. Their statistics for the four years are as follows :

Year	New Libraries added	Total No. of Libraries	Expenditure Rs.
	28	88	11,280
1947-48	35	123	15,767
1948-49	30	153	26,172
1949-50	..	153	26,172
1950-51			

Government Reading Rooms—In Jaipur City, there were also Reading Rooms run by the Education Department. In 1950-51, there were 13 such reading rooms.

Aided Libraries and Reading Rooms—Prior to 1947 there was hardly any aid given by State Governments to institutions of this character. In 1948, the popular Government in Jodhpur sanctioned grants ranging between Rs. 10 p.m. to Rs. 25 p.m. to such libraries and reading rooms as were already in existence and which had

applied for aid. In Jaipur also, aid was made available to such institutions as could obtain a favourable recommendation from one of the Inspecting Officers of the Education Department. The basis of this aid was 50% of the annual expenditure up to Rs. 200 per year. Bikaner, too, had its library movement in 1948, but before it could take shape, the State was merged into Rajasthan. In the post-merger period these institutions, inherited from the different integrating units, were allowed to function with minor administrative changes.

Travelling Libraries—The State of Jaipur had also its travelling libraries. These were wooden boxes, each containing about 6 selected books, and were sent round to the people in rural areas. A box could be kept at one place for the maximum period of three months, after which it had to resume its scheduled journey. There were 50 such boxes, which proved popular. The experiment, however, remained confined to the Jaipur Division.

The Statistics of readers and circulation of books in the State during 1950-51 were as follows :

	No.	Govt. Grant-in-aid	Readers	Book Circulation
		Rs.		
'A' Class Libraries	4	48,294	26,917	4,45,177
Town Libraries	8	42,051	14,387	4,630
Village Libraries	153	26,172	1,05,210	..
Government Reading Rooms . .	13	12,240	1,08,000	..
Aided Libraries & Reading Rooms .	144	21,500	4,32,500	..
Total	322	1,50,257	6,87,014	49,807

The total expenditure on libraries in 1950-51, governmental and non-governmental, was Rs. 1,82,037.

Audio-visual Education

Before the merger, the Government of Jaipur had provided for the use of the Adult Education Department magic lanterns, slides, microphones, loud-speaker units, a radio-set, and a gramophone machine with records. A Jeep-car with a trailer was placed at the disposal of the Adult Education Officer for carrying the publicity material. In Bikaner, the Department possessed two epidiascopes, three projection-lanterns, about 500 selected slides, three radio-sets, three gramophone machines and about 125 selected gramophone records. Very good use of all this material was reported to have been made. Jodhpur, too had two magic lanterns and quite a number of slides, three gramophone machines with

over a hundred records, a micro-phone and a loud-speaker unit and two 16 mm. silent-projectors. As there was no separate department of Social Education, these things were kept with the Director of Education. Statistics regarding the use of the audio-visual equipment are not available.

After the merger (*i.e.*, April 1949) the Audio-Visual equipment at these three places was allowed to be used in the way it had been used before. In 1949-50, a batch of workers was trained for Social Education work, after which they were spread over the whole State to organise Social Education work in their respective areas. Each Social Guide (this was his designation) being incharge of one Educational-division, was given some audio-visual equipment to help him in his work.

In 1950-51, a 110-volt (15 k.w.) Kolar Generator was added to the equipment to enable the workers to give film shows in rural areas. Two 16 mm. Sound-Projectors, and a copy of the film "The Teacher in the making" were also purchased as well as a number of new records. A movie-camera for topical shots, to be later exhibited at Community Centres and Adult Classes was also acquired. By the end of 1950-51, the Department was in possession of at least a modest collection of audio-visual aids, and most of the articles were being well-used, though no statistics are available.

Training of Workers

In 1947-48, nothing seems to have been done in any of the States in this field. Work was carried on by those who showed keenness for such work, and the Officers-in-charge of this section of the Education Department, imparted instructions to the field-workers now and then. However, in 1948-49 Jaipur took a lead by starting Training Centres at seven places. Pupil-teachers attending V.T.C. and P.T.C. classes were trained in the technique of Social Education also. The number of trainees was 415.

In 1949-50, a training camp was organised at Goner and 132 workers were trained.

Again, in 1950-51, a Training Camp for giving a fortnight's training to selected workers was run at Sawai Modhopur at a cost of about Rs. 5,000. It was expected to be a programme of intensive training on the lines of the scheme submitted by Shri Pathik and approved by the Rajasthan Government. The Social Guides and Organisers engaged in field work in March 1951 were trained by Shri Pathik himself.

A few training camps were also periodically run by some of the more organised private agencies in this field in Udaipur, the outstanding among them being the Vidyabhawan Education Society and the Lokshikshan Sangh of Udaipur.

Publicity and Propaganda

In 1948-49, the Government of Jodhpur tried to popularise Social Education. At the instance of the State Minister for Education, an Adult Education Week was organised. It was inaugurated by the Maharaja of Jodhpur and it evoked the enthusiasm of the people. Intensive propaganda work was done by all members of the educational institutions, and the co-operation of the students went a long way to making the week a success. About Rs. 40,000 were collected.

A similar function in April, 1948 in Jaipur was also successful and marked the commencement of popular appreciation of official and non-official activity in the field of Social Education.

During 1949-50 and 1950-51 the publicity work was carried on by the Organisers in their areas through effective slogans and attractive folk-songs. A few *melas* were also organised. Opportunity to mobilise public opinion in favour of Social Education was almost always used by the Social Education Workers on the occasion of village gatherings.

Social Education Literature

Although there was no State patronage given to Social Education in Udaipur, some private organisations working in the field were the first to bring out suitable literature on Social Education. The Lokshikshan Sangh produced a monthly magazine in Hindi dealing with the problems of Social Education, and some useful pamphlets on the subject were also brought out by similar organisations in the City. During the two years following the formation of Rajasthan, a number of social educational books (suitably graded and adequately illustrated) were prepared and published.

As the scheme of Social Education adopted by this State was formulated by Shri Pathik, the literature published by him was preferred. This restricted the efforts of local writers. *Nai Taleem* and *Goan Ki Bat* were being regularly supplied to Social Education teachers.

Social Education of Special Classes

The work among the depressed classes received special attention, both of the Department and of the private organisations, the latter being able to achieve more substantial results because of concentration of efforts in smaller areas. In the Udaipur Division good work was done by private agencies and public-spirited individuals among the hill-tribes of Doongarpur and Banswara. In Jodhpur enthusiastic young men connected with progressive institutions, did some useful spade-work among the depressed classes inhabiting the suburban areas. The comparatively unstable position of the administrative set-up of the Department during

the short period immediately following the integration of the State-units prevented it from making the co-operation available to these organisations to any adequate extent.

The need of concentrated effort in the field of women's education was appreciated everywhere, and during the period under report the energies of many new welfare organisations got canalised in this direction. Among the outstanding ones in this sphere were 'Mahila Mandal' Udaipur, Mahila Seva Sangh, Alwar, Nari Seva Sangh, Kotah, and Mahila Jagriti Parishad, Mahila Mandal and Nari Sangh, Bikaner.

Difficulties

It is easy to visualise the difficulties that obstructed the growth of Social Education in the old Rajputana. Except in the bigger and the more progressive units, adequate facilities for Education, even of a general type, were not easily available, leave alone Social Education. After the merger, the fluid condition of things during the transition period slowed down the pace at which consolidation work was scheduled to proceed, and therefore the net achievement was below expectations. The budget provision while serving the existing needs did not allow of expansion, nor was it possible to adequately subsidise even the best of the private organisations working in this field. Some of them had bands of enthusiastic and devoted workers, but had no money to extend the scope of their activities, and, therefore, looked up to the Department for financial assistance, which unfortunately, it was not in a position to afford. Their work, therefore, could not attain the stature that might otherwise have been possible.

The general backwardness of the people of this State due to centuries of feudalism, as well as the lack of trained workers were other handicaps.

Expenditure

The expenditure on Social Education during the four years was as follows :

Year	Jaipur	Jodhpur	Bikaner	Total
	No figures available			
1947-48	53,126	26,732	48,955	1,28,813
1948-49	53,126	26,732	42,414	1,22,272
1949-50	53,126	26,732	42,414	1,22,272
1950-51				16,09,00,000
	The Total State Budget (1950-51)			
	State Budget for Education (1950-51)			2,15,00,000

CHAPTER 18

SAURASHTRA

Introduction

The area of the State is 21,062 sq. miles. The population in 1951 was 41,36,000, out of which 81.5 per cent. were illiterate.

The Scheme

The State took up Social Education work soon after its formation in 1948. An Assistant Director of Education (Adult) was appointed and provision for opening ten Centres was made in 1948-49. But owing to the lack of properly trained teachers no work could be done that year. The State, therefore, took up first the task of training these teachers and an 11-day Training Camp for teachers was conducted from 27th October to 6th November 1949 at Rajkot. 100 primary school teachers were trained in the Camp. An exhibition of equipment and material of Social education was also organized at the Camp and night programmes of recreation and demonstration were also arranged.

The Government set up the Central Adult Education Advisory Committee and five Local Advisory Committees, with one paid secretary each, for the five districts of the State. There is one Social Education Officer in charge of the work in the State. General supervision is entrusted to District Educational Inspectors.

The *per capita* expenditure in 1949-50 was Rs. 11-15-0 while in 1950-51 it was Rs. 9-14-0.

Text books prepared by Shri Gijubhai Badheka were used in the Centres. The Government has also prepared a booklet containing the detailed syllabus under the following main heads :

1. Literacy—reading, writing and arithmetic.
2. Health and Hygiene.
3. Geography.
4. Agriculture.
5. Science.
6. Civics.

The Adult Education course was divided into two courses—the first literacy test course lasting for three months and the second literacy test course lasting for four months. Each Centre was paid Rs. 50 for

initial expenses such as cost of hurricane lamps, wooden stands, books, slates, etc., Rs. 5 per mensem as contingency allowance and Rs. 180 per annum from which to meet the teachers' remuneration as follows :

Rs. 3 per adult passing the I test.

Rs. 4 per adult passing the II test.

Thus the total annual expenditure per centre was Rs. 290.

The Results

The statistics for the work done during the year 1949-51 is as follows :

Year	No. of Classes	Enrolment	Adults made literate
1949-50	96	2,194	1,111
1950-51	156	4,356	2,593
Total		6,550	3,704

Libraries

The Saurashtra Government encourages the establishment of Libraries and Reading Rooms in rural areas. The scheme is as follows :

- A village collecting locally Rs. 100 is given a grant-in-aid of Rs. 50 for the establishment of a Library.
- A village collecting locally Rs. 30 is given a grant-in-aid of Rs. 15 for the establishment of a Reading Room.

Seven libraries and 17 reading rooms were thus set up in 1949-50 and 20 libraries and 63 reading rooms in 1950-51.

The Government intend to promote 1,000 libraries and reading rooms each in this way by 1955-56.

Expenditure

The expenditure during 1949-50 was Rs. 13,264-2-0, including Rs. 4,000 spent on the Training Camp. In 1950-51, the expenditure came to Rs. 25,617-8-6, which included the following :

	Rs.	A.	P.
Expenditure on Literacy Centres	20,315	14	0
Remuneration to teachers	3,831	8	0
Contingency	605	13	6
T. A., etc. to members of the Committee	864	5	0
Total	25,617	8	6

Besides, the Department of Education, Mahuva Municipality, conducted four Centres at a cost of Rs. 25 per Centre. The enrolment in these Centres was 50.

CHAPTER 19

TRAVANCORE-COCHIN

Introduction

The area of the State is 9,155 sq. miles. The population in 1951 was 92,80,425 out of which 53.6 per cent. were illiterate.

Social Education in Travancore-Cochin is controlled by many agencies within the Government as well as several voluntary organisations. Within the Government, the Departments of Education, Public Relations, Village Panchayats and Advancement of Backward Communities are the main Departments interested in the work. Among the voluntary organisations, libraries take the foremost place. The Education Department aids Night Schools and rural libraries. The Department of Public Relations concerns itself with audio-visual education, including exhibitions and publication of useful pamphlets. The Department of Village Panchayats conducts reading rooms and libraries as well as Night Schools. It has installed radios in several village Centres and almost every village Centre of the Department has a village hall. It serves as a common meeting-place for the villagers for social discussions and inter-change of ideas. The Department for the Advancement of Backward Communities conducts reading rooms, libraries and Night Schools. Many libraries in Travancore-Cochin run Adult Education classes and even Adult Education training classes, besides carrying on orthodox library work. Private organisations such as the Kerala Christian Council and the Y.M.C.A. Centre at Martandam have varied activities in the field of Social Education.

Besides the Government Departments given above, the Departments of Public Health, Prohibition and Food Production have also been carrying on programmes of Social Education pertaining to their respective subjects through leaflets, magazines and audio-visual aids.

Later on, however, the Government set up a unified body to control Social Education work in the State. In June, 1950, an Adult Education Board was constituted for the purpose. The Vice-Chancellor of the Travancore University was the chairman of the Board and the remaining seven members were :

The Director of Public Instruction.

The Education Secretary to Government.

The Director of Village Panchayats.

Three Members of the State Legislature.

The Secretary of the Travancore-Cochin Library Association.

The Board also had an Executive Officer attached to it who drew up a comprehensive scheme of Social Education including literacy work, civics and cultural education, economic uplift through cooperative methods, the improvement of agriculture and cottage industries, health and education etc. This scheme was approved by the Board and was under the consideration of the Government at the end of year 1950-51.

Night Schools

The number of Night Schools run by different Departments of the Government and libraries in the State during 1947-51 was as follows:

Agency	No. of Schools			
	1947-48	1948-49	1949-50	1950-51
Department of Education	13 (aided)	13	19	14
Department of Village Panchayats	*	*	134	169
Deptt. of Advancement of Backward Classes	*	*	57	50
Libraries	*	*	353	386

Besides the above, some private organisations also conducted night classes. For example, 50 volunteers under the Reverend Rasalam did this work.

The Education Department paid an allowance of Rs. 5 plus dearness allowance of Rs. 2 p.m. to the teachers who were conducting Night Schools. The latter were also paid an amount not exceeding Rupee 1 p.m. as contingency expenditure. During 1947-49 the Department spent Rs. 2,040 on Social Education. The Department itself had no programme of Social Education.

The Village Panchayats Department paid Rs. 10 per mensem as an allowance to the teachers in the Night Schools. The Schools were also given the furniture and the necessary contingency and subscription for periodicals and newspapers, and literacy charts and readers specially designed for adults. Field Officers of the Department visited the Schools and gave useful information to teachers from time to time. In the latter part of the year 1950-51, the Department was preparing to hand over its village education work to the newly constituted Adult Education Board.

*Figures not available.

The Department for the Advancement of Backward Communities paid an allowance of Rs. 33 per mensem to each school under it as follows :

	Rs.	As.
Pay of the teacher	20	0
Dearness allowance	7	8
Contingency	5	8

These schools were, of course, mainly intended to educate adult members of the backward communities. Each Night School had one class and each class had, on an average, 30 students. The schools were supervised by the field officers of the Department and the Commissioner for the Advancement of Backward Communities. The Department spent Rs. 15,000 on these Schools in 1949-50.

Libraries

The Government of Travancore-Cochin attempts to develop libraries in the State through the Travancore-Cochin Library Association to which it gave a grant of one lakh per annum during 1947-51. A Committee nominated by the Government inspects libraries and grades them on their merits and utility and recommends grants.

The Library Association appoints organising inspectors who organise new libraries, visit existing ones and revive moribund libraries. The Secretary of the Association is the Chief Organising Inspector who supervises the work of inspectors and suggests improvements in libraries. The following are some of the activities of the Travancore-Cochin Library Association :

- (1) A Book Selection Committee of the Association considers books sent to it and approves them for use in libraries. The list of books thus approved is printed and serves as a reference tool for library workers.
- (2) The Association is taking steps to prepare books in certain subjects where good reference books are lacking, for example, Hygiene, Political Science and Agriculture.
- (3) The Association has printed a Library Manual for the guidance of libraries. It is also publishing a periodical, the 'Grandhalokam'. The libraries subscribe to it compulsorily and abide by the rules conveyed to them through it.
- (4) The Association is trying to develop literary and cultural tastes in the rural areas and also to bring harmony among the people through libraries.

The Association has three types of libraries affiliated to it—District Libraries, Taluk Central Libraries and Ordinary Libraries. There are four District Libraries, four Taluk and 1,503 Ordinary Libraries in the State. Of the latter, 1,277 are Rural Libraries while 226 are Urban Libraries.

Libraries are available for use of public free. Members who wish to take books are divided into three classes according to the monthly subscription which they pay. Certain libraries have also a system of life membership.

The rules are framed by Managing Committees of libraries. The librarians are mostly honorary workers, except for the libraries of the 50 reading-rooms and libraries of the Department for the Advancement of Backward Communities, who are paid an allowance of Rs. ten per mensem or a contingent allowance of Rs. five.

In 1950-51 the membership of all the libraries taken together was 1,50,000. In 1950-51 nearly 90 lakh books were read in the libraries and nearly 21 lakh issued for home reading. The total expenditure on the libraries was Rs. 1,50,000 of which the Government paid one lakh.

Audio-Visual Education

The bulk of audio-visual education of adults in the State was provided by the Public Relations Department. The Department had two vans in 1950-51, each fitted with two projectors and loud-speaker equipment. Each van had suitable propaganda staff attached to it and each unit carried out campaigns in different centres of the State. In the meetings convened by these units, people were supplied with information on the subjects of health, agriculture, industries, cooperation, prohibition, civics etc. Films on different topics were shown. It may be stated that the Department owns a good film library of both 16 m.m. and 35 m.m. films. The Department also made use of the three sets of magic lanterns which it possessed. Each set included slides on different subjects. During 1950-51, 168 meetings and cinema shows were held by the Department.

The Department has a museum attached to it which had 300 exhibits, consisting mostly of model placards and charts on health, rural welfare, etc. Exhibitions were organised with the cooperation of local organisations, and were sometimes held along with important national festivals and fairs. In 1950-51, four such exhibitions were held in the State.

The Department of Village Panchayats purchased 60 radio sets during 1949-50, 20 of these at a cost of Rs. 560 each and 40 at a cost of Rs. 110 each. Fifty of these were distributed among the various Centres. Listening groups gather around these sets in the evening. A radio supervisor goes round the various centres and corrects the defects if any in the sets and gives advice on their working. The programme of the Department envisages supplying one radio set to every village panchayat in the course of a few years.

Publication of Literature

Pamphlets, bulletins, magazines, etc. on various subjects were published by the Department of Public Relations. It also publishes the *Travancore-Cochine News* which includes articles in Malayalam, English and Tamil on topical interests, besides containing information on various governmental activities in various fields. The magazine had a wide circulation and is distributed free to recognized libraries and other social organisations. The pamphlets published by the Department were also being distributed similarly.

Besides the work of the Publicity Department, the Reverend J. W. Rasalam has also prepared three sets of charts, three primers and some supplementary reading material for adults. It is being widely used in Social Education Centres.

Training of Workers

During 1949-50 the Travancore-Cochin Library Association conducted a six-week Adult Education Teacher Training Course where 57 workers were trained. A similar Course was conducted in 1950-51 and 54 candidates were trained. The latter Course lasted for two months (May and June, 1950). Workers were given instruction and training in theory and practice of Social Education, agriculture, animal husbandry, sanitation and health, village organisation, social reconstruction and in some handicrafts. A study trip of Educational Centres was also organised as a part of the course.

During the latter part of 1950-51, Government sanctioned the setting up of a Research and Training Centre for Social Education workers. The Centre was established in February 1951, when it started a six-month course for 40 men and 10 women. The training comprises theoretical as well as practical work. Instruction is offered for three hours a day, mostly in Malayalam. The following subjects are taught :

- (a) Adult Psychology and Civics.
- (b) Organisation and technique of literacy and post-literacy among adults.
- (c) Agriculture and Animal Husbandry with special reference to food production.
- (d) Health and sanitation.
- (e) Economics, based on cooperation.

In addition, special talks are arranged from time to time. Two hours of practical farming every morning and two hours of practice in cottage industries every evening is compulsory and facilities have been provided for both. The cottage industries for which such facilities exist are spinning, weaving, bleaching, dyeing and printing, bee keeping, poultry farming, tape making, basket making, korah grass and such other industries.

Group discussions and study tours are also arranged.

The daily time table of the Training Centre is as follows .

6-8 A.M.	. . . . .	Farming.
8-9 A.M.	. . . . .	Breakfast.
9-11 A.M.	. . . . .	Instruction.
11-12 Noon	. . . . .	Library.
12-2 P.M.	. . . . .	Lunch and rest.
2-4 P.M.	. . . . .	Cottage industries.
4-5 P.M.	. . . . .	Instruction.
5-6 P.M.	. . . . .	Games or Outing.
6-8 P.M.	. . . . .	Radio film or group discussions.
8-9 P.M.	. . . . .	Supper.

As the Social Education work in Travancore has been scattered among different agencies, it is difficult to form a comprehensive quantitative picture of the work. However, with the formation of the Adult Education Board it is hoped that the work will be unified.

CHAPTER 20

AJMER

Introduction

The area of Ajmer is 2,425 sq. miles. The population in 1951 was 6,93,372 out of which 79.9 per cent. were illiterate.

Social Education in Ajmer is under the control of the Director of Education. He is assisted by the Social Education Board which is a representative body of officials and non-officials. There are five Social Organisers including a woman, who go from village to village within their circles and do propaganda work for Social Education among the villagers. They also organise meetings in villages where talks and lectures on useful topics are given to the people.

The Social Education scheme in Ajmer was started from 1st September, 1950. However, before this was done; a three-week (19th July—8th August) Training Camp for the future Social Education workers was organised at Sardhana, a village ten miles from Ajmer. The aim of the Camp was to train primary school teachers and voluntary workers in Social Education work and in methods and technique of imparting literacy to adults within a minimum time. Forty-five men teachers, 15 lady teachers, two voluntary workers and two teachers from Government Normal Schools joined the Camp. A class of 20 adults served as a practice school for the Camp. Government officials of various development departments and other prominent persons gave lectures to the students.

Social Education Centres

Out of the persons trained in the Camp, the best five, including a woman, were selected as Social Organisers (mentioned before) and 50 teachers, including ten lady teachers, were put in charge of Social Education Centres, thus establishing 40 men's and ten women's Centres in the State. These started work from 1st September, 1950. The Centres were grouped into five Circles each comprising a group of ten Centres. They were located in the Primary School buildings.

The teachers in the Centres held meetings in villages and made contact with the people. The primary schools which accommodated the Centres were thus turned into Community Centres of Social Clubs for adults in the evening.

Every Centre was equipped with four lanterns, the needed supply of kerosene, literacy charts, register, handbook for teachers' use, slates, slate-pencils and primers, free of cost. At the Centre, where enrolment rose above 40, gas lamps were provided.

The duration of the course was four months. Besides literacy, it provided for oral instruction in general knowledge (civics, history, geography, hygiene and sanitation, improved methods of agriculture and cattle rearing) and recreational activities such as folk songs (vocal and instrumental), folk dances, *Bhajans*, *Kathas*, etc.

Before starting his work the teacher at each Centre took a census of all the illiterate adults of the age group 12-45 in the village in his charge. The data collected shows that in the villages taken up 10,800 men (only in Men's Centres) and 4,246 women (only in Women's Centres) were found illiterate.

At the end of April, 1951, the total number of adults attending the Centres was 1,665, including 137 women. Thus 14 per cent. men and 3 per cent. women, within the age group 12-45 attended the Centres. The literacy test was held in May 1951. Though this falls in the year 1951-52 and our report only deals with the period ending 1st, March 1951, it may be of interest to note that out of 1,665 adults enrolled at the Centres, 1,251 adults (1,142 men and 109 women) appeared for the test and 1,039 adults (943 men and 96 women) obtained their literacy certificates.

Post-literacy Classes

Post-literacy classes were organised for those who passed the literacy test. These were meant to provide them with greater opportunity of reading and writing so as to avoid a relapse into illiteracy. The neo-literates were supplied with supplementary reading books on various topics of general knowledge from libraries. Other literates in the villages were also induced to make use of the village library.

Libraries

An appeal was made to the public to donate Hindi books and money towards setting up libraries in the State. A library week was also observed at the beginning of January, 1951. With the help of students and teachers mostly, the authorities were able to collect 50,000 books and Rs. 2,500, the money being utilised for purchasing more books. To this stock were added the 60,000 pamphlets donated by the Central Government under their scheme of Social Education Literature prepared through the Idara Talim-o-Taraqqi. These 1,10,000 books were then divided into 215 units of 500 books each and sent to all the primary schools and Social Education Centres in the rural areas of the State. As stated earlier, these libraries were helpful in the post-literacy work of Social Education Centres.

Besides, there were ten public libraries in the State, one each in Ajmer, Nasirabad and Kekri, six in Beawar and one Moving Library managed by the Education Department.

Audio-Visual Education

The annual Pushkar fair on the 23rd and 24th November 1950 was used to give film shows to pilgrims. This was done by borrowing a projector from the Indian Red Cross Society and the films from the Film Library of the Ministry of Information and Broadcasting, New Delhi.

Attendance

When agricultural activities claim the prior attention of adults the attendance in Social Education Centres is disappointing. Again, the attendance at Women's Centres is also low. It is believed that the periods from August 15 to October 15, November 15 to March 15 and May 15 to June 30 are most favourable for the attendance at Social Education Centres.

It has been found that the majority of adults enrolling themselves in Schools fall within the age group 12-25. In the experience of the educational authorities in Ajmer, persons engaged in pastoral occupation attend the Centres in greater number than those engaged in agricultural activities.

During the year, Social Education in Ajmer was confined mostly to literacy. The work of further education suffered for lack of audio-visual aids.

Expenditure

A sum of Rs. 34,552 was spent on Social Education in Ajmer during 1950-51. Of this, Rs. 19,552 were expended on literacy work alone. In 1950-51, the total Education Budget was Rs. 45,28,000 and the total State budget Rs. 1,17,49,000.

CHAPTER 21

ANDAMAN AND NICOBAR ISLANDS

Introduction

The area of the Islands is 3,143 sq. miles and population 31,000 (1951 census). Eighty-three per cent. of the population was illiterate.

The Jail School

The Government of the Andaman and Nicobar Islands have no scheme of Social Education. However, a small School for adult prisoners was started in the State Jail in June 1948. Two separate classes, one for Urdu and Arithmetic, and the other for Hindi and Arithmetic were formed. Teaching was done during non-working hours of prisoners and two educated prisoners were assigned for teaching work. In 1949 the educated prisoners were released and the Head Warden was placed in charge of both the classes. Teaching of Urdu was stopped in 1950.

Thirty-nine prisoners were made literate during 1950-51.

The Andaman and Nicobar Rashtra Bhasha Prachar Samiti, Port Blair

The Samiti started work in middle of April, 1950, for spreading the knowledge of Hindi in the Islands and adult education was incidental to this main objective. In the four Centres opened in the Islands for teaching Hindi in the evening, 328 persons were enabled to pass the various Hindi examinations of Wardha Samiti up to September 1951. It is not known how many of these were adults.

CHAPTER 22

BHOPAL

Introduction

The area of the State is 6,921 sq. miles. The population in 1951 was 8,38,000 out of which 91·8 per cent. were illiterate.

Social Education

In 1949-50, the State started a scheme of Social Education on a small scale with four Centres. A Primary School teacher was supplied with two lanterns; kerosene oil, slates, books, etc., for a class of 24 students. The teacher under the scheme was to be paid Rs. 3 per adult made literate. The Scheme was, however, still born, and the State made no other effort to impart Social Education to its population at that time. However, social education work is being done in almost all the village schools, numbering 280. Teachers are doing all this honorarily and the villagers are meeting all the incidental expenditure on kerosene oil, etc. and providing themselves with the reading material from their own pockets.

In the City of Bhopal there is one Social Education Centre with an attendance of 20 adults and two Centres with an attendance of 40. In three more towns in the State there are Social Education classes. For the Social Education Centre in the City the State is spending nothing, but in the case of the Centres at these five places (two in the City and three in towns) the teachers are paid Rs. 15 p.m. only.

Libraries

There are two libraries and eight reading rooms in the capital. The statistics of the libraries for 1950-51 are as follows :

Library	Membership	Books read in the Library	Books circulated	Expenditure
Government Hamidia Library	105	4,000	2,000	Rs. 800
Municipal Library	440	4,404	232	14
TOTAL	545	8,404	2,232	14,832

Fifty per cent. of the expenditure on the Municipal Library is on the purchase of books, the remaining 50 per cent. on periodicals.

CHAPTER 23

BILASPUR

The area of the State is 453 sq. miles. The population in 1951 was 1,26,099, out of which 92·3 per cent. were illiterate.

2. There is only one Social Education Centre in Bilaspur Small Town which is reported to turn out nearly 50 literates a year. The School is under the charge of the Librarian, Public Library.

3. The Library had 1,000 books in 1950-51 and it had also a reading room attached to it. It had 4,127 visitors, including 82 lady visitors, in 1950-51. The books issued by the library during 1950-51 were 3,721.

4. The State Government spent on this Library-cum-Social Education Centre Rs. 7,12,772 and 812-12-0 in the years 1948-49, 1949-50 and 1950-51, respectively. It may be mentioned that the State spent Rs. 1,46,200 on education out of its total budget of Rs. 11,46,100 in 1949-50.

CHAPTER 24

COORG

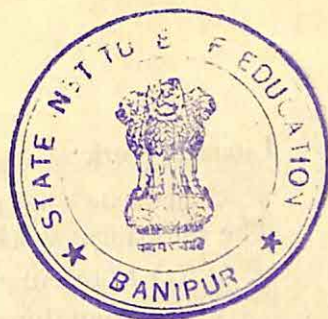
Area 1,893 sq. miles. Population 2,29,405 (1951)

Percentage of illiteracy—72·8.

No Social Education work was done in the State during the period.

CHAPTER 25

DELHI



Introduction

The area of Delhi is 574 sq. miles. The population in 1951 was 17,44,072 out of which 61.6 per cent. were illiterate.

Social Education in Delhi State is administered through several agencies. In the rural areas the Directorate of Education is the only body doing the work. In urban areas the Delhi Municipal Committee is responsible for the work in Old Delhi and some private organisations, like the New Delhi Social Service League and others are doing the work in New Delhi areas. Besides, the Idara Talim-o-Taraqqi (Adult Education Department of Jamia Millia, Delhi) is running a few Centres in the city, though by far the most important of its work is the publication of Social Education literature. The Delhi School of Social Work is also doing some Social Education work.

THE WORK OF THE DIRECTORATE OF EDUCATION

Administrative

The Directorate of Education started its Social Education Scheme in 1948-49. A Social Education Officer was placed in-charge of the whole work. The organisation gradually expanded till at the end of 1950-51 the Directorate had the following Social Education staff:

(a) One Social Education Officer.

(b) Four Assistant Social Education Officers.

(c) Staff for each Caravan, consisting of—

One Assistant Social Education Officer in-charge of each circle Caravan (included in (b) above).

One Demonstrator in Agriculture and Dairying.

One Demonstrator in Health.

One Senior Projectionist.

One Junior Projectionist.

Three Drivers.

Two Cleaners and Labourers.

One Chowkidar.

Literacy Work

The State Government did no Social Education work in 1947-48. The subsequent work may be divided into 3 periods:

- (a) from August 1948 to May 1949 ;
- (b) from June 1949 to November 1950 ; and
- (c) December 1950 to March 1951.

(a) In 1948-49, 40 teachers selected from District Board Schools were given training for the period of a month and 32 of them took up literacy work in villages from August, 1948. This, however, did not attract the villagers and no appreciable results were obtained. It was, therefore, decided to harness the enthusiasm of the villagers for Social Education through educational *melas*. The first *mela* was held at Kanjhawala in November, 1948. Two *melas* followed in January and March, 1949. The Rural Development Departments of the State, namely, the Departments of Agriculture, Dairying, Poultry, Fisheries, Industries, etc. participated in the *melas* and gave instructional demonstrations in their respective spheres.

(b) In May, 1949, a Training Camp was organised for a batch of 52 persons to be trained in Social Education Work. Twenty-five of these were later selected and posted as Social Education Organizers in 25 villages. They were required to stay in a village for a period of three months and then move on to another village. It was their function to train the local school teachers to organise literacy classes in the villages where they stayed for the time being and also encourage games, like volley-ball and kabaddi. *Bhajans* and dramas were also encouraged. In this way 125 Social Education Centres were established until November, 1950. Twenty-five drama clubs and 25 sports clubs were also established, and 30 rural libraries, each consisting of 200 books, were set up for the maintenance of literacy.

Even this scheme did not meet with the expected success for up to November, 1950, the 25 organizers and 125 village Centres were able to make only 1,606 adults literate.

(c) Accordingly, a more intensified scheme of Social Education was started from December, 1950. It was decided to overcome the lethargy of the rural population for Social Education through an intensified campaign. A target of two and a half years was laid down for wiping out illiteracy from the rural areas of Delhi State. By this time the Directorate had organised an Educational Caravan for holding educational *melas*. This will be described later. It was decided to send the Caravan and hold an educational *mela* in the village which was to be tackled for a mass attack on illiteracy. After the *mela* the whole illiterate population of the village was engaged in literacy classes by posting a squad of 15 to 20 teachers in the village, according to need. The

squad worked in the village for a month, its teachers held classes regularly wherever they could and tried to make the population sufficiently literate within a month. Each teacher was required to make 30 persons literate. Teachers were put on this duty by turns from rural schools, that is to say, one teacher was taken out for a month from the school where there were at least three teachers and put on the work. The services of the men and women of the Teacher's Training Institutes in Delhi and Ajmer were also utilised.

The other features of the intensified scheme were: audio-visual education through increased number of Caravans, and the People's College, named Janata College.

The entire State of Delhi was divided into three circles of 100 villages each for the purpose of organising this comprehensive programme. Up to March 1951, only a part of one circle could be tapped because only one Caravan was on the roads till that time.

By March, 1951, 5,702 adults, that is 2,815 men and 2,887 women, were taken into literacy classes in 18 villages. 3,751 adults (2,115 men and 1,636 women) attended the classes regularly and took their examination. Out of these, 2,296 adults (1,383 men and 913 women), completed the course successfully. Eighty-six men and 104 women teachers took part in the campaign until March, 1951. Each teacher was paid an allowance of Rs.30 for this work and given the necessary equipment. Apart from Literacy work these teachers organised games in the evenings, and gave lectures on sanitation, health, agriculture, etc. Lady teachers also taught sewing, knitting, child welfare, home nursing, cookery, etc.

Post-literacy work

In order to maintain the literacy thus created, post-literacy Centres were established in the villages which had been tackled in the campaign. Sixteen villages had their post-literacy Centres by the end of March, 1951.

Each post-literacy Centre was placed in charge of the local school teacher who was responsible for assisting the needy literates in the maintenance of literacy by a regular supply of bulletins, newspapers and books. He also held evening classes for those who could not pass the literacy test. Dramas, discussions and sports were also among the regular activities of the post-literacy Centres. Each such Centre was supplied with necessary equipment, including 500 books for its library, musical instruments, a volley-ball set and a radio. The post-literacy teachers were paid Rs.15 p.m. as honorarium.

Training

We have mentioned the two Training Camps held in May, 1948, and the other two-months Training Camps for 52 teachers which was organised in August, 1949, at an expenditure of Rs.14,000. However, the distinctive feature of training in the field of Social Education in

Delhi State is the Janata College which started working from January, 1951. The scheme for such an institution was prepared in the Central Ministry of Education early in 1950 on the lines recommended by the Rural Adult Education Seminar held at Mysore in November-December, 1949. However, the scheme could only be pushed through after the arrival of Dr. Spencer Hatch as UNESCO Consultant to the Government of India in Adult Education in September, 1950. A site at Alipur, 11 miles north-west of Delhi, which had a piece of 66 acres of land attached to it, was selected for the location of the College. The aim of the College is to train promising young men from rural areas of Delhi State for the role of local leaders by giving them training for tackling the problems which they meet in their work-a-day life. Education was given in civics, health, and sanitation as well as in agriculture and animal husbandry. Training was also given in leather and canvas work, soap-making, tanning, masonry and carpentry.

Selected villages were visited every week by students of the College for studying their problems and working out practical short-term and long-range programmes, for their improvement.

Each student, while in the College, was expected to work out a programme of improvement for his own village and to work it out after leaving the College. It was expected that after having got their training the trainees would keep themselves in touch with the College.

The first batch of 35 students passed out of the College in March, 1951. Immediately they formed an Old Boy's Association. It was intended that the Association would meet every month in different villages to enable the old boys to exchange notes and benefit by one another's experience. The staff of Janata College would be represented in these meetings.

It may be mentioned that the staff and the students of the first batch helped to repair the College building, which was in a dilapidated condition, as a project in the reconstruction of houses which needs to be done in villages.

At the end of March, 1951, the staff of the Janata College consisted among others of: one Principal, one Instructor in agriculture and two Instructors in cottage industries.

Libraries

During 1949-50, 30 rural libraries were set up, the cost of books being Rs.9,319. These were, however, dissolved in the latter part of 1950-51 and their assets utilized for constituting libraries under the post-literacy part of the intensified scheme, which claimed an additional expenditure of Rs.18,461-6-9. Grants of Rs.2,000 each were also given to libraries at Narela and Shahdara in 1949-50 and 1950-51 respectively. The library at Mehrauli was taken over from private management and

provincialised in August, 1950, with a view to constitute it as a service nucleus for village libraries in the Circle. An amount of Rs.1,863 was spent on this library in 1950-51. There were, besides, two libraries in Delhi City.

Audio-Visual Education

We have already mentioned the educational *melas* organised in Delhi State. Three of them were organised in 1948-49, and five in 1949-50. Early in 1950, however, the Directorate organised a set up of audio-visual equipment known as the Educational Caravan, or simply, the Caravan. The first Caravan was fitted in April, 1950, and the second one in February, 1951. Another Caravan was ready after the end of the year 1950-51, though the purchases were finished by March, 1951.

A Caravan consists of a fleet of four vans—a daylight cinema van, two mobile exhibition vans and a mobile stage. The cinema van is fully equipped with a 16 m.m. sound projector, a filmstrip projector, radio set, amplifier, microphone, etc. The mobile stage is built on a trailer and has collapsible curtains and amplifier, foot-lights, etc. The exhibition van contains model charts and demonstration material relating to health, anti-malaria, nutrition, maternity, child welfare, agriculture and adult literacy. The van also carries a library, merry-go-round, see-saw, volleyball sets, musical instruments, drama costumes, folding chairs and tables, shamianas, tents, etc. The cinema van and the exhibition vans are fitted with electric generating plants. A fully equipped Caravan Unit costs Rs. 75,663-8-0.

The Caravan is constantly on the move in the rural areas of Delhi State. A three-day educational *mela* is held at the village where the Caravan halts. Sports and games, competitions among adults as well as children, exhibitions and demonstrations on maternity, child welfare, agriculture, basic school crafts and adult literacy methods are conducted in each *mela*. In the evening plays are staged on the mobile stage with the help of local talent. Cinema shows of interesting films and documentaries are held. After three days in a village the Caravan returns to headquarters and then moves on to another village. The educational *mela* gives full opportunity to the villagers to express themselves through *bhajans*, dramas, games, sports, exhibitions, etc. The exhibitions and the library attract villagers from the surrounding villages.

The Caravan held *melas* in 21 villages during 1950-51. In each *mela* seven or eight nearby villages participated and the daily average attendance was from 1,500 to 2,000 women and children.

Besides the educational *melas* the Directorate also stages cinema-shows in 13 places, mostly in Delhi urban areas. The average attendance at each of these shows is about 1,000.

The radios purchased by the Directorate have been installed in Social Education Centres in villages. These radios are maintained by the All India Radio along with their own 110 radios installed in Delhi villages under their Rural Broadcasting Scheme. The Directorate paid Rs. 12,000 to the All India Radio as maintenance charges during 1950-51.

Difficulties

As elsewhere in India, it is difficult to break the lethargy of rural population and difficult to attract them to the literacy classes, particularly in the harvesting and sowing seasons. However, the Caravans have done good work in shaking the people out of their chronic lethargy.

Expenditure

The comparative expenditure on Social Education for Delhi (rural area) is as follows :

Year	Expenditure on Social Education			Expenditure on Education in Delhi State
	Rs.	As.	Ps.	
1947-48	Nil			98,54,185
1948-49	20,846	6	0	1,24,97,486
1949-50	1,94,652	13	6	2,02,17,059
1950-51	4,07,799	13	9	Not available

The analysis of the expenditure of Rs.4,07,799/13/9 in 1950-51 is as follows :

Item	Expenditure from 1-4-50 to 30-11-50			Expenditure under the intensified scheme 1-12-50 to 31-3-51		
	Rs.	As.	Ps.	Rs.	As.	Ps.
1. Headquarters	23,817	1	0	12,869	5	9
2. Literacy and post-literacy	54,591	15	0	65,840	0	0
3. Audio-visual education including maintenance and repairs of the Caravan vans, staff salaries and all allowances and running charges	42,726	0	0	166,886	3	0
4. Libraries.						
(a) Mehrauli	629	9	0	1,233	7	0
(b) Narela	..	..		2,000	0	0
(c) Shahdara	..	..		2,000	0	0
(d) Village Libraries, including cost of books, newspapers and primers	..	..		16,461	6	9
5. Janata College	..	..		16,745	0	3
Total	1,21,764	9	0	2,86,035	6	9
Grand Total				4,07,799	15	9

CHAPTER 26

HIMACHAL PRADESH

Area	10,600 sq. miles
Population	9,83,387 (1951 Census)
Percentage of illiteracy	92.3

No Social Education work was done in the State during the period. However, there are three public libraries in the State, the Mahima Library, Nahan, the Durga Library, Solan and the Chamba Library. The 1950-51 statistics for the former two libraries are as follows:

	Membership	Books read in the library	Books circulated	Expenditure by State Government.
				Rs. As. Ps.
Mahima Library, Nahan	113	571	2,573	3,110 5 9
Durga Library, Solan	90	500	382	Not available
	<u>203</u>	<u>1,071</u>	<u>2,955</u>	

The total expenditure on libraries in the State was Rs. 5,610.

CHAPTER 27

KUTCH

Introduction

The area of Kutch State, including the Rann of Kutch, is 16,000 sq. miles. The population in 1951 was 5,68,000, out of which 82.9 per cent were illiterate.

Night Schools

There were 11 Night Schools for adults in the State during 1947-50, the number rising to 12 with an enrolment of 215 in 1950-51. These schools imparted mainly literacy and were run by primary school teachers on monthly allowance of Rs. 7. During 1950-51, the Government paid as follows to the teacher in charge of a Night School.

(a) For a class of 20 pupils or more	{ Headmaster .	Rs. 7 per mensem
	{ Assistant .	Rs. 3 "
(b) For a class of 15 pupils		Rs. 5 "

The Inspector of Education Department paid occasional visits to the schools and examined the students.

Besides the Government, some private agencies were also doing social education work in Kutch as part of their social work. Some social workers were conducting one or two Lok Shalas for literacy work. Batches of high school and college students also did some literacy work during their vacations under the leadership of their teachers. In 1950-51, two such batches toured the villages in Bhuj Taluka to carry out Social Education work by arranging lectures, magic lantern shows and entertainment programmes.

During 1950-51, films borrowed from some film companies were also shown at a cost of Rs. 200.

Libraries

There were 30 libraries in the State in receipt of Government grant. Of these about 5 public libraries were in important towns of Kutch. The Education Department also circulated a dozen boxes of books in rural areas.

Expenditure

During 1950-51 the Government spent an amount of Rs. 1,992 on Government Night Schools. There was no such provision made in previous years.

It may be mentioned that the total State Budget for Education was Rs. 4,55,000 and the total State Budget Rs. 41,55,000.

CHAPTER 28

MANIPUR

Area	8,620 sq. miles
Population	5,77,635
Percentage of illiteracy	88.6

No Social Education work was done in the State during the period. However, in 1950, the Manipur Public Library was founded under private management. In 1951 its membership was 170. An average of 30 books were read daily in the library and 50 circulated for home reading.

CHAPTER 29

TRIPURA

Introduction

The State of Tripura has an area of 4,116 sq. miles. The population in 1951 was 6,39,029 out of which 84.5 per cent. were illiterate

Adult Schools

Throughout the period 1947—51 there were two schools for Adults in the State located in the Harijan Bastis outside the Municipal area of Agartala. The schools taught reading and writing up to primary grade IV to adults as well as minors. The results achieved by the schools were as follows :

Year	Enrolment	Adults made literate	Remarks
1947-48	30	5	Enrolment included 13 boys and 9 girls.
1948-49	36	5	Enrolment included 8 boys and 9 girls.
1949-50	35	3	Expenditure incurred Rs. 624.
1950-51	35	14	Enrolment included 8 women, and adults made literate included 2 women. Expenditure incurred Rs. 1,252.

Libraries

There is a Government managed library in Agartala called Birchanda Library with a stock of 2,011 books. It had 227 borrowers in 1950-51 and 17,668 volumes were issued. The expenditure on the libraries in 1950-51 was Rs. 4,930.

Besides, there were five private libraries open to public, 1,279 books were read and 4,451 circulated for home reading in 1950-51.

The total expenditure on libraries in the State (including two colleges and one Bar) in 1950-51 was Rs. 12,455.

CHAPTER 30

VINDHYA PRADESH

Area	.	.	.	.	.	.	.	.	24,600 sq. miles
Population	.	.	.	.	.	.	.	.	35,74,690 (1951 Census)
Percentage of illiteracy	.	.	.	.	.	.	.	.	93.9

No Social Education work was done in the State during 1947-51.
There were 41 public libraries for which no statistics are available.

CHAPTER 31

NON-OFFICIAL ORGANISATIONS IN THE STATES

Assam

1. *All Assam Libraries Association*—The Association is a voluntary organisation, having nearly 2,000 village libraries affiliated to it, inclusive of 455 rural libraries aided by the Social Education Department of the Government of Assam. The Association holds an annual Conference of librarians.

2. *The Indian National Trade Union Congress* and *the Youth Service League* are mainly devoted to the task of ameliorating the lot of industrial labour. In Assam they are particularly engaged in imparting knowledge of health and hygiene, labourer's rights and responsibilities, and spreading literacy amongst the Tea Estate Labourers.

3. Besides the above there are various youth clubs, drama and music clubs and some missions carrying on Social Education work as a part of their activities. They are doing useful work in giving general and vocational education to deserted and homeless women and children. They have opened many schools for children and adults. The local youth clubs, music and drama clubs arrange variety shows and theatrical and open air dramatic performances. Very often they stage a drama composed by one of the members of the club concerned. Thus, they indirectly encourage creative writing and promote Social Education in the State.

4. *Assam Oil Company*—The Company runs at its own expense a number of Night Schools for practical and technical training of workers, thereby opening to them avenues of promotion.

Bihar

The Bihar Social Education Scheme combines Social Education with social service by students. Every school and college that partakes of this work is therefore a voluntary organisation devoted to Social Education. In addition, the following associations are working in the field. Most of them, it will be seen, combine library work with Social Education.

1. *Janata Hitaishi Pustakalaya, Village and P. O. Bagar, Dist. Shahabad*—Besides giving library service, the Association is also doing Social Education work in the masses. This includes literacy, radio-listening, meetings and addresses by important persons.

2. *Social Education Centre under Sivaji Pustakalaya, Village Thanka, P. O. Ballipur, Dist. Darbhanga*—The organisation is devoted mainly to mass literacy work, besides running a library.

3. *Rama Krishna Mission, Vivekananda Society, Jamshedpur*—The Society is doing educational, social and philanthropic work in Jamshedpur and its neighbourhood. It is running nine schools with an enrolment of 2,746. The Society maintains several libraries and two students' homes for 50 students.

4. *Bihar Radhaswami Satsang Association, Mirzapur*—The Radhaswami Charitable and Education Societies are doing Social Education work on voluntary basis since a long time in the State. At present, five schools are running in the State under the supervision of this Association.

5. *Manbhum Adivasi Sewa Samiti, Purulia*—The Association was formed in December, 1947, for the social, moral and economic uplift of the rural people. It runs a few primary schools, two Adult Training Centres and one basic school. The Association proposes to establish a few libraries. It is also working to foster the sense of citizenship in the rural masses.

6. *Durga Pustakalaya, Bairagaria*—Established on the 26th January 1950. The Organisation has been doing social work. It has also undertaken mass literacy work.

7. *Shree Shankar Pustakalaya, Govindapur Bazar, P. O. Kakna, Champaran*—The Organisation was established in 1940. It has been doing mass literacy work in its neighbouring villages. A Night School has also been opened by the library.

8. *Gandhi Naisu Pustakalaya (More-Patna)*—The Association is doing Social Education work among farmers. The library has 500 books and subscribes to many periodicals.

Bombay

1. *Bombay Presidency Adult Education Association, Fort, Bombay*—The Association was established in 1934 and registered in 1935-36. It has been maintaining, (i) extension courses for educated adults, (ii) pre-literacy and post-literacy classes for mill hands, factory workers and other workers, (iii) free reading rooms and libraries, (iv) cooperation with societies and institutions engaged in similar work.

At present the Association is conducting literacy classes at Labour Camps. The Association receives grant-in-aid from the Government of Bombay.

2. *Bombay Presidency Women's Council, Town Hall, Fort, Bombay*—This was established in 1919. The Council is conducting six literacy classes in the Rescue Home, Umerkhadi and B.D.D. Chawl No. 17-B, Naigon on voluntary basis. It also runs the Children's Holiday Library in the Wilson College Hall and the Sewing and Literacy Classes at Matunga Labour Camp.

3. *The Adi-Andhra Social Service Association, 94-A Gowalia Tank Road, Bombay*—The Association is doing social work for the Telugu Samaj. It is conducting Social Education Centres in Colaba, Worli, Poibawadi, Saitan Chowki and Kamathipura where Andhra labourers are living.

4. *Maharashtra Vidya Mandir, Noviwadi, Thakurdwar, Bombay*—The Mandir was established in 1949. Its main object is to impart literacy to labour classes and improve their economic, social and hygienic conditions. The Mandir is conducting two classes in Kalbadevi on voluntary basis and receives grant-in-aid from the Bombay City Social Education Committee.

5. *The Uttar Bharatiya Mazdoor Sangh, Vijay Bagh, Parel, Bombay*—The Sangh has been established recently for improving the social conditions of the people who come to Bombay from U.P. Most of them are mill hands, mill-men and other labourers. Generally, they stay in Patra Chawls and huts and are illiterate. They are scattered in Grand Wards. The Sangh has its own office and a library. It is conducting ten literacy classes in Sewree and Matunga on voluntary basis.

6. *The Congress Sevika Dal*—This is attached to the Bombay Provincial Congress Committee and doing social work for illiterate women in backward areas. At present the Dal is conducting literacy classes at Agripada.

MAHARASHTRA REGION

The following organisations are carrying on literacy classes in Maharashtra region:

1. *Adult Education League, Tilak Road, Poona.*
2. *The Shikshan Prasarak Mandal, Indapura, Dist. Poona.*
3. *The Malegaon Samaj Shikshan Mandal, Dist. Nasik.*

Some organisations are trying to conduct Social Education activities in Gujerat region. Some Christian Missionary societies are doing work for the promotion of Social Education in the region.

KARNATAK REGION

(1) *Azad Hindi Seva Sangh, Gradag-Betgin*—Several Social Education classes are being conducted under the auspices of the Samiti at Gradag-Betgin and neighbouring villages.

(2) *Loḳ Seva Samiti, Dharwar*—Many Social Education classes are being run by Samiti at Dharwar and its suburbs. A training class for Social Education workers was organised in 1948 by the Samiti to which an aid of Rs. 50/- was given by Government through the Regional Committee.

(3) *Morab Social Education Samiti, Morab*—The Samiti has organised six Social Education classes at Morab and neighbouring villages and made more than 75 persons literate.

(4) *Modleri Social Education Samiti, Modleri*—The Samiti has organised six Social Education classes at Modleri and neighbouring villages. About 50 to 75 men have so far been made literate.

(5) *Saidapur Loḳ Seva Samiti*—A few Social Education classes are being conducted by the Samiti.

(6) *Nirakṣharata Nirmulana Samiti, Mattigathi*—The Samiti is efficiently running Home Classes for women under the able guidance and supervision of Shri C. B. Allapur of Mattigathi. The Secretary of the Samiti with the help of some students has made more than 100 adult women literate.

(7) *Bolegaon Seva Samiti*—The Samiti is running more than a dozen Social Education classes at Nimbāl, Lingadwālī, Bolegaon, Tadavalaga, Hirerugi, Revatgaon, Dasur, Kangual, Shirkanhalli, Benkanhalli, Tambe and Atharga and is imparting Social Education to more than 600 illiterates. Twenty-one Social Education workers, mostly social workers and primary teachers, are working under the auspices of the Samiti. Nearly one hundred illiterates have so far been made literate. A vigorous effort is being made by the Samiti to increase its area of work.

(8) *Loḳ Seva Samiti, Belgaum*—More than half a dozen Social Education classes are being conducted under the auspices of the Samiti at Belgaum and the neighbouring villages. About 25 to 30 adults have been made literate so far.

Madhya Pradesh

(1) *Nagpur Social Education Association, Nagpur*—The Association was established in December, 1948. It celebrated the Social Education Week in Nagpur from 5th to 11th February, 1949. During this week the Association celebrated the Women's Day, Students' Day, Social Education Workers' Day, Adult Day and the Adult Literacy Day. The Association is organising summer education classes in cooperation with the Government of Madhya Pradesh. In 1949, 62 classes were conducted and over 1,700 adult men and women were taught in these classes. The Association has appointed a Text-Book Committee and its publications are much liked by the adult learners and teachers.

(2) *Pratibha Mandal, Nagpur*—The Mandal was established in 1945. In the beginning its activities were restricted to rendering help to poor school-going Harijan students. Since February, 1949, the Mandal has undertaken the work of running Social Education classes for the adult illiterates in the suburbs of Nagpur. It is conducting 16 Social Education Centres in cooperation with the Nagpur Social Education Association and the Government of Madhya Pradesh. Besides the three R's, the Mandal also gives training in citizenship and brings home to the adults the necessity of co-operating with the people's Government in its social welfare work.

(3) *Modern Education Society, Nagpur*—The Society was established in 1941 and conducts literacy classes. During Social Education Weeks the Society takes an active part in arranging educational film shows and lectures for the benefit of illiterate adults. The Society has managed 40 classes for 650 adults.

(4) *Hislop College Social Service Society, Nagpur*—Social Education classes are being conducted in the boy's primary school building at Futara by the village work Branch of Hislop College Social Service Society. These were opened on 16th October, 1948. Since then the classes have made rapid progress. Work among the women of the village Futara is being carried on by two or three women students who visit the village once a week. They teach the village women personal hygiene, sewing, reading and writing.

The following organisations have been conducting Social Education classes in the various districts:

BULDANA DISTRICT

1. *Samaj Shikshan Prachar Mandal, Shirasgaon.*
2. *Tilak Rashtriya Samaj Shikshan Mandal (Khamgaon Taluq) Khamgaon.*
3. *Gurudeo Seva Mandal, Palsi (Khamgaon Taluq).*
4. *Saraswati Mandir, Autraj (Khamgaon).*
5. *Gramodyoga Mandir, Shegaon (Khamgaon).*
6. *Congress Sevalal Samaj, Dhiksan Mandal, Khamgaon.*
7. *Samaj Shikshan Samiti, Nandura Malkapur.*
8. *Jain Samaj Samiti, Malkapur.*

YEOTMAL DISTRICT

- (1) *Gram Sudhar Mandal, Pandhurna.*
- (2) *The Gram Seva Mandal, Pursad.*
- (3) *Seva Mandal, Metikheda.*

EASTER DISTRICT

The Methodist Mission, Jagdalpur, has been doing Social Education work in the District since 1944. The Mission has prepared a small syllabus and proposes to publish a special primer for adults. Scriptures are taught by the Mission to Christians on Sundays.

The following organisations are also doing Social Education work in Madhya Pradesh:

- (1) *Hindi Sahitya Samitee, Rajuandgaon, (Durg).*
- (2) *Ammunition Depot, Amla, Dist. Betul.*
- (3) *Gurudeo Seva Mandal, Snonga.*
- (4) *Samaj Shikshan Samiti, Jabalpur.*

Madras

South Indian Adult Education Association—The Association was established in 1939. Ever since its inception it has devoted its work to the removal of illiteracy.

The Association is a Federation of bodies doing Adult Education work in various districts, talukas, firkas and villages as well as of Adult literacy Schools and Adult Education Community Centres. The All-Malabar Adult Education Workers Association and the Andhradesa Library Association are also affiliated to it.

The activities of the Association include:

- (a) Holding conferences.
- (b) Running a Co-operative Publishing Society for bringing out books for neo-literates in the four regional languages in South India—Tamil, Telugu, Malayalam and Kannada.
- (c) Publishing an English monthly Journal, the *Adult Education Review* and a Tamil monthly Journal, the *Mudhior Kalvi*, besides giving financial help to two Adult Education Journals—one each in Malayalam and Telugu.
- (d) Conducting a Night High School for factory workers.
- (e) Advisory work. The Organising Secretary visits various Adult Education Literacy Schools and Adult Education Centres. He gives guidance to local committees and to the four Regional Secretaries.
- (f) Organising Adult Education Weeks throughout South India. The first South India Adult Education Week was celebrated in 1950. On this occasion a sum of more than Rs. 31,000 was collected by the Provincial Adult Education Fund through sale of flags, etc. The money thus collected has been distributed to districts for furthering Adult Education. The second Adult Education Week was held in February, 1951, with the full co-operation of the Government of Madras.

Punjab

- (1) *Akhil Bhartiya Vidya Prashad, Ambala*—The Organisation is engaged in the teaching of adults in the District.
- (2) *Kangra Missionary Society, Kangra District*—Much interest has been taken by this Society in the programme of Social Education, in training nurse-dais and in training village folk in the treatment of common diseases.
- (3) *Bhartiya Karam Udyog Samiti, Gurgaon*—The Samiti has been started only recently. About 200 adults and students are receiving education through its efforts.
- (4) *Sanatan Dharam Pratinidhi Sabha, Kangra District*—The Sabha has opened adult centres at various places in the district to impart training in household affairs.
- (5) *Bharatiya Karam Udyog, Amritsar District*—The Society has recently been organised in the district with a view to teaching Hindi and Punjabi to illiterate persons in rural areas.
- (6) *Savitri Devi Vidya Parcharni Sabha, Gurdaspur*—Five girls are working as social volunteers for imparting literacy and general education, raising the standard of living of women of backward classes by teaching them useful arts and giving discourses on health and sanitation, etc.
- (7) *Simla Mazdoor Welfare Society, Simla*—Thirteen adult literacy Centres are being run by this Society in which a total number of 631 adults were under instruction during the year 1948-49. Thirty-six adults could secure literacy certificates.
- (8) *The Caravan of India, Simla Branch*—The Association is running an adult literacy Centre at the Ladies Park in collaboration with the National Council of Women. Sixty adults are attending the village school at Jathia Devi.
- The Society is also concentrating on visual education. It receives sets of films every fortnight. These films are first shown to the members of the Caravan, their friends and the public, after which the shows are repeated at various other institutions. Each set of films is being shown to nearly four to five thousand persons every fortnight and this costs the Society approximately Rs. 150 p.m.
- (9) *All India Women's Conference, Simla*—Under the supervision of the All-India Women's Conference, Simla Branch, an adult class for women is held daily from 2 p.m. to 4 p.m. in the Ladies Park. The class is attended by about 46 women who are taught needlework and personal hygiene in addition to literacy.

Hyderabad

1. *Christian Mission, Medak, District Madak*—The Mission has been doing Social Education work on a voluntary basis and published Telugu Adult Education Charts for illiterate adults which are being used in Government Adults Schools.

2. *The Hyderabad branches of the All-India Social Service League and All-India Harijan Sevak Sangh* are doing a lot of work in the field of Social Education. They are running a large number of schools for adults.

3. *The Andhra Saraswati Parishad*—This Institution arranged a training Centre for a week in June, 1950, in which instruction was given in Telugu.

Madhya Bharat

1. *Indore Adult Education Association, Indore*.—The Association is running five literacy Centres. It also started a Centre at Palasia, some six years back. It helps (by supplying literature, etc.) various affiliated Centres conducted by local organisations and trains workers in the field of Adult Literacy. It has published the following literature:

Siyanon ke Liye Dusari Praveshika

Ali Baba ki Kahani

Ramayana ki Katha

2. *Madhya Bharat Praudh Shiksha Samiti, Indore City*, and

3. *Praudh Shiksha Samiti, Garoth*, are also doing useful work for the promotion of Social Education in Madhya Bharat.

Mysore

1. Besides the *Mysore State Adult Education Council* whose work has been described in Chapter XV, the following Associations are doing the type of work mentioned against their names.

2. *Harijan Sewa Sevak Sangha*—Uplift of Harijans.

3. *The Kannada Sahitya Parshat* through local Karnataka Sanghas (mainly Educational) carries on education through lectures and maintenance of Library and Reading Rooms.

4. *Mahila Samajas*—"Handicrafts" and continuation of education to those who do not attend regular schools.

5. *The Students' Congress, Bangalore*, conducts Social Service Camps.

6. *Goseva Sangha, Bangalore*, disseminates Scientific knowledge about cattle.

7. *The Sewa Kasturba Trust* trains women workers in Rural Reconstruction.

Rajasthan

1. *Nari Seva Sangh, Bikaner*—This organisation is running five Social Education Centres for women. Besides literacy work the activities of the Centres include, spinning, knitting and sewing.

2. *The Nari Jagriti Parishad, Bikaner*, and

3. *Mahila Mandal, Bikaner* are also running Social Education Centres for women at Bikaner.

4. *Hindi Sahitya Samiti, Bharatpur (Alwar Division)*.

5. *Maru Bhumi Seva Karya, Sangria (Bikaner Division)*—Although the chief interest of this association lies in coaching students for Hindi and other examinations, they are also doing useful work in the field of mass education.

6. *The Kshatriya Samiti, Kotah*, and

7. *Mahila Mandal, Udaipur*, are also engaged in the promotion of Social Education in Rajasthan.

Travancore-Cochin

1. *Kerala Christian Council Adult Education Committee*—The activities of the Organisation consist of:

(1) Conducting adult literacy centres in various parts of the State.

(2) Conducting short-term Camps of 15 to 30 days' duration for illiterates and semi-literates.

(3) Training teachers for adult literacy work.

2. *Y.M.C.A. Rural Demonstration Centre, Martandam*—The activities of the Centre consist primarily of training of teachers for Adult Education and running of literacy Centres. In addition to literacy work the Centre is encouraging the spread of cottage industries and crafts, co-operative societies and clubs in the State.

3. *The Travancore-Cochin Library Association* is also conducting training for Social Education workers. The Association also conducts some classes for adults.

Delhi

1. *Idara Talim-o-Tarqqi, Jamia Millia, Matia Mahal, Delhi*—The Idara has been engaged in Social Education work since 1925. At present it is running four Social Education Centres and has, under the sponsorship of Government of India, published many pamphlets in Urdu and Hindi as reading material for adults.

2. *New Delhi Social Service League*—The League runs four Social Education Centres for men and one for women. The students come mostly from Class IV Government servants, sweepers of the New Delhi

Municipal Committee, malis, chowkidars and Jamadars and their families. Special attention is paid to the physical culture and recreation of the adults.

3. *Delhi School of Social Work*—The school holds literacy classes in its premises. Student workers make wall sheets, photographs, charts and also conduct discussions with adults. During 1950-51 the school turned out 200 literates. The school has also a library for neo-literates.

4. *Indian Adult Education Association, Faiz Bazar, Delhi*—The Association is the only all-India association which is working in the field of Social Education since 1939. It publishes the *Indian Journal of Adult Education and the Social Education News Bulletin*. The Association is preparing a Directory of Adult Education Agencies in the country and has built up a library of Social Education literature in various Indian languages.

CHAPTER 32

THE ALL-INDIA VIEW

The Concept of Social Education

The foregoing account of Social Education in different States needs to be supplemented by a bird's-eye-view of the Social Education scene in India as a whole.

In the first place, the whole concept of Social Education has undergone a significant change during the period. In the 1938 Movement, Adult Education was synonymous with literacy, but as a result of the lead given by the Central Advisory Board of Education, the Indian Adult Education Association, and the Mysore Seminar, as well as the circumstances attending the freedom of the country, Social Education is gradually coming to mean education for better living. There is no doubt that so far the change is more in concept than in practice, but in practice, too, the change is being increasingly evident.

In accordance with this change of ideas concerning Social Education, the content of Social Education is also being modified. Hygiene and Civics have become a part of the Social Education syllabus all over the country. The better organised Centres also provide for a certain measure of vocational and recreational activities. In fact, in the more progressive areas, Social Educational Centres are more and more taking on the form of Community Centres.

Administration and Organisation of Social Education

In most States, the Government has taken up administrative responsibility for Social Education. Only in Mysore there is a non-official Council in charge of Social Education work. However, the difference is more apparent than real, for though the Council is non-official, it works in intimate association with governmental machinery. In fact, as between Mysore, with its non-official Council and close relationship in practice with the Government, and Bombay, with governmental responsibility, assisted by district and regional non-official committees, there is not much difference in approach or practice.

In all States, except Travancore and Cochin, where the different departments have their own programmes of Social Education, the work is entrusted to the Education Departments. In Delhi, Assam, Bihar, Madhya Pradesh, Punjab, Uttar Pradesh, Bengal and Hyderabad there are Social Education Officers (under one name or the other) in charge of

the work, whereas in States like Ajmer and Madhya Bharat, work is directly under the heads of Education Departments. In almost all the States the educational machinery of Governments works in close collaboration with the Social Education Departments. In some States, such as Mysore, Madhya Pradesh, Bombay, Delhi and Bihar, Social Education machinery is quite elaborate and is equal to its heavy responsibility. However, the same cannot be said of many other States. Again, in many States, voluntary organisations are making valuable contribution to Social Education work. Bengal and Bombay, to mention two prominent examples, have established valuable traditions in this field which are being maintained.

In Bombay, Mysore, Saurashtra and some other States, non-officials are associated with Social Education work of the Governments through Advisory or Executive committees. Madras, Uttar Pradesh, Madhya Pradesh and Mysore associate non-official workers in Social Education camps. Some States observe Social Education days every year, thus giving an opportunity for the masses to know and participate in Social Education work.

Social Education Teachers

Field work in Social Education is done mainly by teachers, mostly primary school teachers. Except in the case of Punjab where some of these teachers work wholtime on Rs. 75 p.m. and in Uttar Pradesh where they get Rs. 20 p.m. as pay and Rs. 20 as dearness allowance, they are part-time workers on varying amounts of remuneration. This remuneration is of two types—the “piece-work” type and the “fixed” type. The piece-work type is given in Bombay, Madhya Pradesh, Orissa, Hyderabad, Mysore and Saurashtra. The rates in different States are given below to show the range of difference.

Bombay—Rs. 4 per adult made literate. The teacher gets an extra Rs. 100 per class for equipment.

Madhya Pradesh—Rs. 5 p.m. as honorarium, plus Rs. 2 per adult made literate in the winter and monsoon sessions. In summer camps the workers get free board and lodging plus the sanctioned rate for making adults literate as in the other sessions.

Orissa—The rate is Re. 1 per adult made literate. In Government-managed Centres a teacher gets Rs. 6 extra for kerosene oil, Rs. 6 for paper and Rs. 5 p.m. (later reduced to Rs. 3 p.m.) for contingencies. In voluntary centres the teachers receive only Rs. 3 per adult made literate.

Hyderabad—In some centres in Hyderabad, the teacher gets Rs. 4 per adult made literate and Rs. 4 p.m. for light and other contingencies.

Mysore—Rs. 3 per man and Rs. 4 per woman made literate.

Saurashtra—Rs. 3 per adult passing the first test and Rs. 4 per adult passing the second test. In addition, the teacher gets Rs. 50 for initial equipment and Rs. 5 p.m. as contingencies allowance.

There is fixed remuneration in the following States :

Bihar—Rs. 10 p.m. In addition, a teacher gets Rs. 25 as non-recurring expenditure and Rs. 11 as contingencies.

Madras—Rs. 8 p.m. plus Rs. 4 p.m. as D. A. for trained teachers and Rs. 5 p.m. plus Rs. 3 p.m. as D. A. for untrained teachers. In addition, a teacher gets Rs. 14 per school for charts and books.

Punjab—Rs. 75 p.m.

Uttar Pradesh—Rs. 20 p.m. plus Rs. 20 p.m. as D. A.

West Bengal—Rs. 30 p.m.

Jammu and Kashmir—Rs. 10 p.m.

Madhya Bharat—Rs. 10 p.m.

Pepsu—Rs. 15 p.m.

Rajasthan—Rs. 5 p.m. for men's classes and Rs. 20 p.m. for women's classes.

In Travancore and Cochin, the rates are different for different Departments. For example, the Education Department pays Rs. 5 plus Rs. 2 (D.A.) p.m. to its teachers, while the Department for the Advancement of Backward Communities pays Rs. 20 p.m. (Rs. 7 to the Headmaster, and Rs. 3 to the Assistant) for a class of 20 pupils and Rs. 5 p.m. for a class of 15 pupils.

Delhi pays Rs. 30 p.m. as allowance for literacy teachers who have to work for a month in places other than their normal places of residence. Post-literacy teachers who have to work in their own villages get Rs. 15 p.m.

Training of Teachers

There are different types of training arrangements for Social Education workers in the various States. Most of the States run Training Camps of short duration, while in a few there are arrangements for

a more systematic training. The system of training and the number of teachers trained in the various States during the four years is given in the following table:

Name of State	Nature & duration of training	Number of workers trained				
		1947-48	1948-49	1949-50	1950-51	1947-51
Assam	2 or 3-day camps—48, 21, & 15 respectively in the last 3 years.	..	1,200	210	187	1,597
Bihar	(a) 14-day refresher courses to coach squad leaders.	..	..	2,020	2,251	4,271
	(b) 5 seminars and conferences for workers.	..	..	..	..	5
Bombay	14-day courses in Training Colleges.	..	690	500	400	..
	Similar courses by Karnatak Regional Social Education Committee.	..	..	101	..	..
	Similar courses run by Karnatak and Gujarat Regional Committees.	..	..	..	700	..
	Bombay City Social Education Committee's	..	..	..	..	..
	(a) 10-day courses.	70	366	..	..	..
	(b) One-week courses.	..	75	..	..	..
	(c) One day training for teachers who are to conduct the fortnight's courses.	..	..	600	600	4,102
Madhya Pradesh.	One-week courses for camp organisers in the last month of April, Worker's seminars.	..	451	531	483	1,465
Madras	45-day courses.	..	548	759	251	1,558
Orissa	22 district organisers trained in a 6-week camp.	..	..	22	..	..
	Each District Organiser conducted 6-week camps in turn.	..	..	720	..	742

Name of State	Nature & duration of training	Numbers of workers trained				
		1947-48	1948-49	1949-50	1950-51	1947-51
Punjab	5-day camps	..	..	134	..	134
Uttar Pradesh	10-day training camp.	..	..	110	..	110
West Bengal	Training Camps (16 in number).	..	..	547	..	..
	Regular camps by District Social Education Staff.	..	..	..	200	747
Hyderabad	14-day courses in Normal & High Schools	..	..	35	495	530
Jammu and Kashmir	10-day courses	..	..	47	253	300
Madhya Bharat	(a) Social Education made a compulsory part of 10-month Teachers Training courses—Teachers trained.	..	..	245	..	..
	(b) 2½ month refresher courses.	..	..	661	..	906
Mysore	12-hour Training Camp for teachers.	..	..	80	1,500	..
	12-hour Library Training Camps in each district in 1947-48.	..	..	..	1,201	..
	Occasional courses for organisers.	22	..	..	128	..
	Persons trained in the Vidyapith.	..	..	..	..	1730
Rajasthan	Pupil teachers in VTC & PTC classes trained in Social Education as well—14-day camps.	..	415	..	..	..
	A few camps were also run by private bodies.	..	..	132	..	547
Saurashtra	11-day camps	..	..	100	..	100
Travancore-Cochin	6-week courses for teachers.	..	..	57	..	..
	2-month courses	..	..	..	54	111
Ajmer	3-week camps	..	..	..	55	55
Delhi	14-day camps. One course in Janata College	..	40	52	35	127
TOTAL		782	3,595	7,363	7,227	18,167

Besides, 6,885 officers and instructors were trained during the period by the Army. Some non-official organisations also trained workers.

The smaller courses are more or less confined to literacy, but courses of longer duration cover health, sanitation and civics.

One notable feature of recent development is of training for rural leadership in Mysore, Delhi and Travancore-Cochin. In Delhi, the courses are of two months' duration covering health, sanitation, agriculture and cottage industries. Board and lodging are free to scholars. In Mysore, it is a six-months training course. The emphasis is on work connected with industry and agriculture as well as cultural activities and group games. In Travancore-Cochin, also, the training is imparted for six months and the course consists of agriculture, animal husbandry, sanitation, health, handicrafts, village organisations, etc.

The Madras experiment of Rural Colleges is on new lines. The course is of two years' duration and is more or less theoretical, consisting of the subjects of History, Geography, Economics, Co-operatives, Political Science, Everyday Science, etc. The courses for women are more practical. The progress of this type of college in rural areas will be keenly watched by all interested in Social Education.

A new form of training has emerged in the Etawah Project. Here, the Village Level Workers are trained to help the villagers to raise the level of economic production. The training period is also a period for apprenticeship. In addition to practical work, sight-seeing or observational trips play an important role in training of Village Level Workers as well as rural leaders.

Duration of Courses

The greater part of Social Education work in the country is on the elementary level, *i.e.*, adults are taught the basic literacy skills and imparted useful elementary knowledge in other important subjects. These elementary courses have the following duration in the various States:

Assam	. . . . .	6 months.
Bihar	. . . . .	6 months.
Bombay	. . . . .	4 months divided into 2 parts : the First Test and the Second Test.
Bombay City	. . . . .	4 months.
Madhya Pradesh	. . . . .	5 months. In addition to two courses of 5 months' duration there are also summer camps of 6 weeks' duration.
Orissa	. . . . .	3 months.
Punjab	. . . . .	3 months.
Hyderabad	. . . . .	4 months.
Jammu & Kashmir	. . . . .	6 months.
Madhya Bharat	. . . . .	4 to 6 months.
Mysore	. . . . .	6 months : 2½ months' pre-literacy and 3½ months' post-literacy course.
Saurashtra	. . . . .	7 months : 3 months or the First Test and 4 months for the Second Test.
Ajmer	. . . . .	4 months.
Delhi	. . . . .	1 month.

In Delhi, the teachers devote their whole time to the teaching of adults. The results actually achieved by these one-month courses will be watched with interest.

In a country so vast as India, and containing people speaking many languages, it is not possible to standardise the duration of the course. Nevertheless, the variation from one to seven months suggests that more thought needs to be given to the planning of these courses. In this connection, the results of investigation in Mysore are interesting. The Council has come to the conclusion that the Elementary Course requires 180 hours to be covered. This is worthy of consideration in other places.

Content of Courses

The contents centre largely round the teaching of literacy skills. However, some teaching in civics and hygiene is also imparted. There are, however, many interesting experiments being carried on in this field. Assam is trying to introduce handicrafts in selected Centres. Bihar gives musical instruments to each Centre, so that these are also becoming centres of entertainment. In Bombay, specially in the compact areas, Social Education Centres are reaching out more and more towards the pattern of Community Centres. That is also the case in the Punjab where the Social Education Centres engaged themselves in five-fold activities, namely, literacy work (Vidya Mandal), discussions (Charcha Mandal), musical entertainment (Sankirtan Mandal), social service (Sewa Mandal) and sports (Sports Mandal). The Government of Jammu and Kashmir is trying to educate adults in the new way of life on which the statesmen of Kashmir desire to pattern the life of the people. Folk arts hold an important place in these Centres. Similarly, in Mysore, folk arts are given a considerable importance in Social Education work.

Achievements

It is difficult to estimate the total work done in the sphere of Social Education in India during 1947-51. The statistical machinery of many State Governments has not reached the level of efficiency which would render the figures supplied entirely reliable. Nevertheless, it is possible to give a rough and ready indication of the volume of Social Education work done during 1947-51. The following figures are compiled from reports sent by the States:

Name of State Governments	Number of classes	Enrolment (1947-51)	Adults passing elementary course
Assam	3,392	81,187	56,324
Bihar	8,326	2,24,085 29,000*	1,06,064 45,00*
Bombay	40,339	9,78,043	4,39,534
Madhya Pradesh	6,240	13,67,658	6,39,686
Madras	2,180	47,372	41,705
Orissa	2,722	78,714	43,879

* Estimated.

Name of State Governments	Number of classes	Enrolment (1947-51)	Adults passing elementary course
Punjab	397	50,000*	19,550
Uttar Pradesh	9,072	4,00,000*	2,98,667
West Bengal	1,087	32,174	27,371
TOTAL for 'A' States .	1,27,749	33,06,147	17,01,780
Hyderabad	715	29,706	16,312
Jammu & Kashmir	200	10,900	8,863
Madhya Bharat	612	32,000*	20,186
Mysore	14,977	3,04,069	1,38,455
Pepsu	151	1,921	.. †
Rajasthan	1,291	97,000*	50,845
Saurashtra	252	6,550	3,704
Travancore-Cochin	1,208	36,000*	18,000*
TOTAL for 'B' States .	19,406	5,18,148	2,56,365
Ajmer	30	1,665	.. †
Bhopal	6	120*	60*
Bilaspur	1	100*	50
Tripura	2	136	27
Delhi	625	5,702	3,902
Kutch	45	215*	400*
Andaman & Nicobar	2	80	39
TOTAL for 'C' States .	711	8,618	4,478
TOTAL for all States .	1,47,866	38,32,913	19,62,623

Besides State Governments, the Armed Forces of the Union have done considerable work during the period. The record of the Army is available only for the three years, 1948-51. During this period 7,76,505 persons obtained the various certificates given by the Army. Similarly, 9,509 persons obtained their education in the I.A.F. and 5,807 persons in the Navy. Thus, the total number of persons in the whole of India who have passed through Social Education courses comes to over 46 lakhs. This is hardly three per cent of the age group 14-40 in the whole of India.

* Estimated.

† Adults were examined after March, 1951.

The "efficiency" of Social Education classes, *i.e.*, the proportion of successful to enrolled students, differs widely. Though the average for India is nearly 50 per cent, we have on the one hand, according to the figures supplied, States like Jammu and Kashmir, Madras, West Bengal and Assam which report an efficiency of 88, 87, 82 and 70 per cent respectively, and, on the other, States like Bihar, Bombay, Madhya Pradesh and Mysore, where the work is well organised, but the figures of successful candidates fall below 50 per cent. The question of the efficiency of Social Education classes evidently needs further investigation.

Expenditure on Social Education

The expenditure on Social Education work in the whole of India during the four years, barring the expenditure on Education in the Armed Forces, was as follows :

Category of States	Expenditure in				
	1947-48	1948-49	1949-50	1950-51	1947-51
'A' States	17,34,148	40,59,429	88,08,291	69,52,701	2,10,54,569
'B' States	4,13,930	7,31,157	7,15,825	8,77,510	27,38,422
'C' States . . . . .	..	21,558	1,95,425	4,50,187	6,67,170
Government of India . . . . .	..	500	2,75,000	59,200	3,39,200
TOTAL	21,48,078	48,12,644	99,94,541	83,39,598	2,47,99,361

Thus we see that the all-India cost of Social Education per adult completing an elementary course successfully comes to nearly Rs. 12-7-0.

Post-literacy Work

Follow-up after the Elementary Course is, generally speaking, a weak link in the chain of Social Education throughout India. Only a few States attempt it, and not as systematically as they conduct their Elementary Courses. In Assam post-literacy Centres receive books and periodicals and adults are encouraged to join discussion groups. In Bombay City, there are regular post-literacy Classes. During 1947-51, there were 2,198 post-literacy Classes against 7,598 elementary Classes. Bombay State is perhaps the only State catering for the higher education of adults through the Bombay Presidency Adult Education Association. Madhya Pradesh has left its follow-up work to local Social Education Committees, which do not as a rule go beyond the provision of musical entertainment. In Mysore, book clubs take the place of elementary Social Education Centres after the latter have finished their work. Mysore also began in 1951 the experiment of Community Centre as follow-up work after the Elementary Courses. In Rajasthan there are advanced classes of eight months' duration following the Elementary Courses. It is, however, not known how far they have succeeded in enrolling literate adults.

Audio-Visual Education

The following table gives a bird's eye view of the audio-visual equipment in the service of Social Education in the various States of India.

State	Radios in the service of Social Education	Mobile vans	Projectors	Films	Shows given during 1947-51	Approximate attendance	Other audio-visual equipment
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Assam . . .	2	2	2	50	50	40,000	The projectors are fitted with generators.
Bihar . . .	56	..	4	*	..	..	*No. not known.
Bombay (City) .	2	..	..	16	685	8,00,000 appx.	
Madhya Pradesh	780	26	..	447	330	6,00,000 appx.	101 filmstrips & 743 slides.
Madras . . .	..	5	..	..	198	5,37,048	
Orissa . . .	..	3	..	..	298	2,70,000	
Punjab . . .	134	2	..	*	107	3,75,000	*No. not known.
Uttar Pradesh .	..	7	16	..	100	2,00,000	118 gramophone and 2,520 records.
West Bengal .	..	*	36	233	..	..	*No. not known. 760 records and 20 epidiascopes.
Hyderabad . .	..	1	..	13	Several	..	
Jammu & Kashmir	9	..	..	..	..	..
Madhya Bharat	..	1	4	..	*709	*12,00,000	*Estimated.
Mysore . . .	..	2	3	..	..	..
Rajasthan . .	4	..	2 (silent)	..	..	..	5 (perhaps more) magic lanterns, 2 epidiascopes, 7 gramophones, 225 records, public address system equipment and jeep with a trailer.
Travancore-Cochin.	60	2	2	..	158	3,00,000	3 magic lanterns 300 exhibits.
Ajmer . . .	..	1	..	..	1	5,000	
Delhi . . .	130	*3	..	..	29	60,000	*Caravans, each caravan consisting of 1 cinema van, 2 exhibition vans & 1 mobile stage.
	1,177	53	71	753	2,665	43,87,048	

Programmes suitable to rural areas are broadcast from all All-India Radio Stations. Calcutta, Lucknow, Ahmedabad, Bombay and Madras Stations are also radiating programmes for industrial areas. There are,

however, some drawbacks in the broadcasts meant for the rural population. In the first place, the timings are not always suitable for the rural adults. Secondly, the programmes are specially unsuited to those portions of the population (*e.g.*, aborigines) who most need education through radio. Then, again, some of the stations are so weak as not to be able to reach properly the "hinterlands" in the various States.

For some years past, some States have had schemes of community broadcasting and community receivers in operation all over the country. Though the number of radio sets directly in the service of Social Education, *i.e.*, those which are being serviced through the Social Education Departments, is only a little over 1,700, the total number of community sets in the various States will be easily its double.

Radio listening is at present mostly confined to villages near the roads. There are many difficulties in extending radio listening in India. Dry battery receivers are the most suitable from the point of view of servicing, yet all battery sets need an elaborate administrative machinery for the replacement of batteries. Moreover, the output of dry battery sets is inadequate.

In the field of visual education, Bombay is the only State which has tried to produce educational films of its own. Six films were produced in 1948-49 and six films in the next year. The Mysore State Adult Education Council and the Etawah Project have also produced films concerning their work.

Bihar encourages private companies to arrange cinema shows for purposes of education in general. In Bombay State, visual-aid exhibitions covering all kinds of aids and illustrations are held every year. Three such exhibitions were held in 1948-49 and three in 1949-50. Madhya Pradesh has a van for each district, and each district receives a set of eight films, six film strips and one box of slides. In Mysore, commentators are employed for each show. In Travancore-Cochin, also, staff is provided for exhibition of films and film-strips. There is a more elaborate audio-visual set-up in Delhi where units of four vehicles hold weekly *melas* in different villages arranging a comprehensive programme of film shows, dramas, exhibitions, etc.

Dramas and Cultural Programmes

As described in the various reports, several State Governments have introduced musical and dramatic entertainment as an integral part of Social Education. In Assam, dramas, folk songs and dances are regular features of Social Education Centres. In Bihar, dramatic parties are sponsored by the State, six such parties being in operation in 1950-51. The parties travel from village to village giving popular programmes of dramas, songs, dances, kathas, and kirtans. Where these dramatic parties (Mod mandalis) are not able to reach, the districts are given Rs. 500 each for arranging its own projects.

In Bombay City, cultural programmes and excursions are a regular feature in Social Education Centres. Sixty such programmes were held in 1948-49, 200 in 1949-50 and 419 in 1950-51. In later years, Bombay City Social Education Committee sponsored 19 excursions of adults to various places of interest.

In Madhya Pradesh also, local folk entertainments are encouraged through the local Social Education Committee. In the Etawah Project, dramas have been successfully used for educating the villagers in the Project programme. In West Bengal, *Yatras*, *Kathakatas*, *Kirtans*, *Kaviganas* and dramas are an essential element of the programme of Social Education. 229 such programmes were held in 1949-50 and 266 in 1950-51. In Mysore State, the Adult Education Council has taken a special interest in reviving folk arts, folk songs, folk plays, folk games and folk dances. These are encouraged on every possible occasion. In 1950-51, each district was given a sum of Rs. 250 for encouraging these activities. As stated earlier, dramas are a regular feature of the programmes given by the educational caravans in Delhi.

In addition to dramas, *melas* and exhibitions have been pressed into the service of Social Education in various States, notably in Delhi, Etawah, Mysore and Travancore-Cochin. In Delhi, every caravan halt is an occasion for a *mela*. In Etawah, the Kisan *melas* are so popular that the Project authorities propose to have them as an essential part of their programme. Madhya Bharat held 30 educational *melas* in 1950-51, which attracted the attention of 2,000 per *mela*.

Reconstruction Camps

A very interesting experiment in Social Education is the organisation of Social Service Camps by students in Mysore. Uttar Pradesh also organised them as part of the experiment at Faizabad and later in the Camps-programme which has replaced the Faizabad Camps. This is a sphere of work where Social Education links up appropriately with youth welfare work.

Social Education Literature

Assam, Bihar, the three Regional Social Education Committees of Bombay and the Bombay City Social Education Committee, Madhya Pradesh, Punjab, Uttar Pradesh, Mysore and Travancore-Cochin have their own journals, mostly fortnightlies, for adults. Mysore and Travancore-Cochin are also bringing out journals for workers. The *Talim-o-Tarraqi* published by the Idara Talim-o-Tarraqi and the Journal of the Indian Adult Education Association are also fulfilling a great need for adult workers. The two Bulletins published by the Punjab Government (Social Education Department) cater for the needs of workers as well.

Only a few State Governments have brought out Social Education literature in any appreciable quantity during the period. Madhya Pradesh and Mysore are leading in this respect. The Regional Social Education Committees of Bombay have also made an effort in this direction. Charts, posters and hand-bills in the service of Social Education are brought out by many State Governments. The Idara Talim-o-Tarraqi has also brought out a large number of Social Education booklets under the sponsorship of the Government of India.

Libraries

The following table gives a bird's eye view of libraries in the service of Social Education throughout India:

State	Public Libraries in rural areas	Total number of public libraries on 31-3-51	Books used during 1950-51	Library expenditure by Govts. in 1950-51	Total Library expenditure in 1950-51	Remarks
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Assam . . .	400	502	..	26,694	..	
Bihar . . .	..	2,340b	19,394d	8,54,172	8,81,000i	
Bombay . . .	3,823d	4,209	40,56,714	3,36,863	7,75,365	
Madhya Pradesh . .	..	2d	2,19,911d	..	32,360j	
Madras . . .	1,240	2,515	..	1,12,402	5,31,955	
Orissa . . .	422	444	1,10,993	11,000	*27,543	*In 1949-50.
Punjab . . .	†90c	720	42,991	..	34,378	†Besides, there are 379 reading rooms.
Uttar Pradesh . .	5,091	5,396	11,57,451	1,30,000	2,18,670	10,390 reading rooms.
West Bengal . . .	100	250	8,17,138d	..	1,08,412k	
Hyderabad . . .	30	50	2,02,403f	2,07,000f	2,07,000	
Jammu & Kashmir . .	..	2d	21,353d	10,437d	10,437	
Madhya Bharat . .	..	2	1,15,808	38,145	1,23,053	
Mysore . . .	2,031	2,085	1,78,746	12,115	82,030g	
Pepsu . . .	..	3	12,649	8,300	13,744	
Rajasthan . . .	153	322	6,36,761	1,50,257	1,82,037	
Saurashtra . . .	27	33	1,23,425	..	36,684l	
Travancore-Cochin	1,507	1,519n	..	1,00,000	1,71,641n	
Ajmer . . .	215	225	39,600d	..	21,500d	

State	Public Libraries in rural areas	Total number of public libraries on 31-3-51	Books used during 1950-51	Library expendi- ture by Govts. in 1950-51	Total Library expendi- ture in 1950-51	Remarks
(1)	(2)	(3)	(4)	(5)	(6)	7)
Bhopal . . .	..	2	10,636	18,032	..	
Bilaspur . . .	..	1	3,721	813	..	
Delhi . . .	16	21	32,381	24,324	35,247	
Himachal Pradesh . . .	..	3	4,026	3,110	5,610	
Kutch . . .	26h	31	..	..	..
Manipur . . .	..	1	29,200	..	..
Tripura . . .	..	6	23,398	4,930	12,455	
Vindhya Pradesh . . .	..	41	2,741g	2,092g	2,092g	
TOTAL		20,645	78,41,430	20,50,686	35,29,480	

(a) 1 Public Library at Shillong. 101 aided libraries.

(b) It is not known whether it includes village libraries established in connection with Social Education work and the 5 District and 1 Central State Library.

(c) 1 Central Library.
3 Regional Libraries.
22 District Libraries.
227 Taluqa/Peta Libraries.
53 Circulating Libraries in Bombay City.

(d) Statistics of libraries having a stock of 5,000 or over.

(e) Estimated.

(f) Figures pertain only to the Asfiah State Library.

(g) Rs. 39,048 spent by Mysore State Adult Education Council and Rs. 30,808 spent by 3 privately managed public libraries.

(h) A circulating library for rural areas managed by the Education Department.

(i) Including expenditure on 6 public libraries, having stock of over 5,000 volumes

(j) Expenditure on 8 public libraries, having stock of over 5,000 volumes.

(k) Expenditure on 31 public libraries, having stock of over 5,000 volumes.

(l) Expenditure on 6 public libraries, having stock of over 5,000 volumes.

(m) Including 8 public libraries, having stock of over 5,000 volumes.

(n) Including expenditure on 7 public libraries, having stock of over 5,000 volumes.

(p) Statistics for 1 public library, having stock of over 5,000 volumes.

It will be seen that the number of libraries in the country is entirely incommensurate with its needs. Even when a State can claim a number of libraries, the service rendered by them is not adequate.

Except in Bombay, Madras and, to some extent, in Uttar Pradesh the libraries are not linked up with any State system, with the result that their finances are poor and their service is very limited. Books once purchased are not regularly replenished and the stock soon becomes stale.

Madras has taken a step forward during the period by introducing a Library Legislation. It remains to be seen how far other States will follow this lead and how far Madras itself would follow up its bold decision to have a net work of libraries for all the people of the State.

Social Education of Special Classes

Women have on the whole fewer facilities for Social Education than men. We have seen that nearly 20 lakh of adults passed the elementary Social Education course during the four years—1947-51. Of these, about 2,60,000 have been recorded as women and, even allowing for unrecorded figures of women passing the elementary course, it cannot be more than three lakh. This means that the number of such women is barely 14 per cent of the number of men, which is much below the proportion of literate women in the general population. This points to the tremendous task that has to be faced if Social Education work for women has to be brought anywhere near the quite inadequate level as that for men.

In Bombay and Mysore, school children have been employed to some extent for conducting Home Classes for their women relations and Mysore also has women organisers in districts to run classes for men. There is hardly any other special effort being made for the Social Education of women which is worthy of notice in the State Reports.

The Social Education of the working classes has a better record. In States where labour welfare work is undertaken by the Government, education of workers is a part of such work. Good work in this respect is being done in Bombay and some other States. Assam has also given some attention to Social Education of workers. There were 72 Centres in the State for labourers in 1950-51. The Jammu and Kashmir Government have special Community Centres for *gabba* workers, workers in the Silk factories, lorry drivers and cleaners, etc. Similarly, in Mysore, the Bhadravathi Iron Works have made earnest efforts for the education of their workers. The same is true of the Mill-owners' Association in Bombay City. Workers' classes were also opened in Krishna Rajendra Mills, Mysore.

In West Bengal, some work in Social Education has also been done for refugees.

Difficulties and Problems

Again and again, in the reports we come across the complaint that people are not interested in their own education. The lethargy of the rural population is notorious. Living at the subsistence level for centuries has induced a certain measure of inertia.

This is accentuated by the economic incapacity of the people, especially in the rural areas. This is an all-round handicap, but it bears particularly heavily on education, especially Social Education. In fact, Social Education workers have come to the conclusion that the way of Social Education lies through the economic improvement of the people, and that only that education is likely to appeal to people which enables them to earn more by learning. In this respect, the success achieved in enlisting the villagers' active participation in the Etawah Project is worthy of notice.

Added to inertia and the dead weight of economic incapacity are the economic and social pre-occupations of the people. During the harvesting and the sowing seasons every hand is welcome. Not only adults but children too must give themselves to the urgent work of sowing and harvesting.

Then again, in many areas, communications are bad and are rendered worse in the rainy season. This difficulty is particularly great in States like Assam. In some places, excessive heat is as great a handicap as rain. At the same time, a marriage in a village is a matter of excitement for the whole population, and on such occasions people neglect going to the Social Education classes. It is difficult to wean people away from customs which have lost much of the value. For one thing it is not even plausible to do so, unless Social Education workers can produce better substitutes for worn-out customs. They are doing so by converting Social Education Centres into Community Centres.

If adults show insufficient enthusiasm for Social Education, Social Education workers and organisers themselves are not wholly free from blame. In the first place, classes often suffer due to irregular or insufficient supply of necessary materials. Again and again complaints are heard that classes have to be stopped because kerosene oil was not available. Moreover, workers themselves do not often receive training which would fit them for their work. In an overwhelming number of cases, primary school teachers, who have not much knowledge or experience of teaching adults, have to do this work for the simple reason that no other agencies are available.

Generally speaking, supervision of field workers is quite inadequate and unsatisfactory. This not only means that teachers are left to do as they like with their time in respect of adults, but also that there is no encouragement, and hence, insufficient reason for them to do their best for the adults.

We have enumerated above, many difficulties which are handicapping Social Education work in the country. These difficulties are multiplied many times over in the case of women. This is so, because the social status of women, particularly in rural areas, is so low that women Social Education workers have at times to face the prejudice, and even the hostility of men-folk. This prejudice and hostility is also sometimes operative with workers among Harijans.

These difficulties are great and real. Nevertheless, the picture of Social Education in India does not warrant pessimism. The dead-weight of centuries will take time to be removed, but the awakening that has come in the wake of freedom will hasten the process. The work done during the period 1947-51 supports this view, for not only has the volume of the work increased, but its quality and motivation are different. The parallel progress of adult education and the freedom movement—a feature characteristic of the history of the adult education movement in India, warrants the conclusion that Social Education workers have now a right to lift up their eyes and hearts and look to the future with hope.

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